

Break

No more ping pong

Dedicated Williams-watchers searching for fresh insights into her conduct of the nation's education might do well to look elsewhere than the obvious chapter, *Under the Enigmatic Heading: "Education: Good Schools and Bad Classes"*, that tends, like Shirley Williams' recent speeches, to provoke the obvious responses: either *deja vu*, or why didn't she do it when she had the power?

Starting from the introduction, however, it is possible to tease out some of the more interesting reasons why, which also point the way to an understanding of why Shirley Williams' disenchantment with the existing order goes beyond political parties.

What she has learned, she said, in the four years since she had been engulfed in the work of government was "a good deal about the difficulties of governing, especially in a country like Britain, which is pluralistic and has tough-rooted institutions with a strong resistance to change."

Translated from the vast "Yes, Minister" state of her former offices at the top of the DES tower to the cosy domestication of a room a tenth the size in the Policy Studies Institute, she is now as busy as ever she was, granting interviews every half-hour (just after the hour) about her book and/or the Social Democratic Party.

She begins hastily by affirming how much she enjoyed her time in education, and that for real institutional inertia it couldn't match the examples she'd met in the trades unions and industry since, while researching her report on youth unemployment.

However, there were one or two educational examples. One was the way in which pressure from the teacher unions "frightened of dilution of the profession" had prevented the introduction of nursery aides proposed by Plowden.

Another example of institutional rigidity was to be found in the universities' reaction to her 13 points in 1969. In those days of post-Robbins expansion, when she was Minister of State for higher education, Mrs Williams had put forward what sounded then like very radical ideas for saving money in the 1970s as numbers grew: grants to be linked to "direction" into specific jobs, higher pupil-teacher ratios, restrictive policies on overseas student admissions, two year degree courses instead of three, student loans, instead of grants, more part-time and correspondence courses, a compulsory year off between school and university.

The institution, in the right shape of the vice-chancellors, totally ignored the 13 points, as Lord Vaisey recalled in the House of Lords a few weeks ago. "I think," he said, "that the universities have brought much of their present trouble on themselves." Mrs Williams echoes him. "The universities' fight

Black pride

The Black children of southern Africa do not have the toys, the white computers have, so they make their own. The unique collection of books reveals more about what it means to be a child in Zimbabwe today. An outpouring of educational studies shows that many hands are busy rearranging the school curriculum, and there is a healthy output of children's books in Ndobe and Shona.

The exhibition spans the whole range of literature, from 'academic' studies to sex-and-violence novels. We wanted to capture what was happening during the 1980s, and now, says exhibition organizer O-Lan Style. "For instance, how there is this great outpouring of political



Shirley Williams: "terrible frustration to work at one remove".

now is the product of desperation. They would be almost unassailable now if their insistence on institutional autonomy had not led to a refusal to look at the obvious shape of the future."

Both the teaching profession and the universities had believed in a similar way. "It hasn't done them any good in the long run."

Following the trail from nursery aides, Mrs Williams does give strong support in her book to the idea of nursery centres, where education, health and day care for the under-fives can be provided under one roof. It was a concept that was indeed introduced under her term of office, though it has had a slow and shaky passage, not least because of conflicting institutional interests.

Interestingly enough, the centres grew out of an early collaboration with David Owen, now her colleague in the SDP, but then Minister of State at the DHSS.

"David and I," she said, "put up a number of joint projects, which led to the 1977 meeting about a joint approach to the under-fives and the first circular. There had never been meetings before of education and the DHSS. Traditionally, they have always been forced into a slogging match by the Treasury, which breaks resistance by dividing them, so that they both lose."

Even when they do get together in Whitehall, of course, "nothing can happen unless the local authorities change their committees, especially since education gets more money than health."

Thinking of the autonomy of the local authorities, Shirley Williams still recalls with some bitterness the "terrible frustration that you have to work at one remove," though it is a moot point whether the greater decentralization she is now advocating as part of SDP thinking would help much on policy making.

One area where she does feel she has changed, or at least developed, her thinking since leaving office two years ago is in vocational education. "I see the vocational-academic divide more clearly now, though I did push a pre-vocational course at a time when the schools were more resistant." What she would like to see is something in the last year of school to build on, perhaps by leading to day-release, so that everyone can be "hooked" on to the next stage.

The tragedy now is that however good school is, it suddenly comes to a jarring stop. Everyone needs to be motivated to carry on, by a link with the next stage."

British teachers might be more interested in an English translation of traditional African tales or for older pupils in a book about the history of the House of Hunger was a 1975 Guardian Fiction Prize winner. Also of interest for British classrooms is an environmental game, developed in Salisbury and produced by Longman. The game is played on a map of a rural village area. Pupils are allotted roles as bus driver, council secretary and teacher, and have to debate the advantages and disadvantages of such developments as a sports centre, additional tables and livestock, as the game progresses.

The exhibition spans the whole range of literature, from 'academic' studies to sex-and-violence novels. We wanted to capture what was happening during the 1980s, and now, says exhibition organizer O-Lan Style. "For instance, how there is this great outpouring of political

One of the remaining obstacles to removing the academic-vocational divide is the split between FE and school regulations. Looking back conscientiously to check whether she had tried hard enough in office, Mrs Williams is vehement that "I bent my head out on this one with Burnham, and their (FE and school teachers') lack of readiness to see themselves as interchangeable."

It is what she has to say about the 16-plus examination that has led to some confusion and criticism lately. Was it her fault that it was delayed so long that the Conservatives have had a chance to go slow with the phasing out of O levels? And why was she, like John Tomlinson of the Schools Council, causing alarm by suggesting that it might in the end be phased out altogether?

In spite of her justly famous friendly nature, Shirley Williams was very sharp indeed about Dr Rhodes Boyson's provocative riposte, that this meant that the SDP would turn out the majority of children from school at 16 without an examination qualification to their names.

"The whole point," she argues, "is that you can only do away with the 16-plus if no one leaves at 16. If everyone either goes on academically or to a traineeship with technical qualifications. If O level is the goal then everyone leaves at 16, and it is too low a goal for our kids." All the same, she concedes that she couldn't conceivably have come out against the 16-plus while in office.

Boyson and abolition dealt with, it may be more interesting with a view to future SDP education policy to consider precisely why the introduction of the 16-plus was delayed via referral to the Waddell Committee, which was that it was an attempt to make the Schools Council proposals acceptable to a wider public.

Her reasoning on this, spell out more clearly now than at the time, was that it was no good passing reforms that would be turned over by the next Government. "I learned enough from comprehensive reform not to want to overturn children's lives. That's just irresponsible. You must think in 15 year terms and not just one year if you are not to play games with children's lives."

The name of the game of course is political ping pong, and that was one reason why Shirley Williams laid down that particular bat in favour of the more long-term style of the Social Democrats, where every member can, eventually, have a policy voice.

Before it was all banned. The exhibition is on at the African Centre, May 6, and will then be touring the country, although dates are not yet fixed.

Next week

Joseph Owen: Are you being consulted?
Computers in schools: Virginia Makins on the primary pioneers; Jack Cross on the Birmingham Education Computing Centre.
Anthony McCall investigates the new brands of stand-up comedy which are springing up in unlikely places; Gordon Bowker reports on the NUS drama festival.
Books: Lord Vaisey on William O-Lan Style; Alan Ryan on an unusual study on seventeenth century social history.
Extra: History.

Personal column

Ted Wragg History as a time bomb

What is it about history at its best that grips children's imagination? I can remember doing history at school and being immensely bored by the a-date-a-fact-a-line kind of textbook, but fascinated by the story of human behaviour.

Even now, when I can still remember some of the trimmings, I am at a loss to know why there was a war of Jenkins' Ear or why de Witt was torn to pieces by the crowd. Perhaps he voted for strike action at the PAT annual conference.

When as an adult I come afresh to a piece of history I covered at school, I am often astonished at how little it meant to me at the time. It took Hoskins writing on lost villages and living in Leicestershire to teach me that some of those nondescript bumpy country fields were the setting for harrowing scenes, when people were turned off their land and sometimes left to perish in former, harder times. At school the Enclosures Act had been just another piece of heavy print in the margin.

Hence, the valuable role of good drama teaching in school history, which at its best, when properly conceived and resourced, permits even quite young children to comprehend and empathize with human dilemmas many hundreds of years ago.

There are not too many moments in our everyday humdrum life when we can feel we are ourselves touching history, on the spot for some spectacular event, present at some momentous second in human evolution, almost able to speak to whisper in Descartes' ear "You're wrong," when he utters "cogito ergo sum".

Apart from having been present, with 64,999 others, when Derek Dooley once scored five goals for Sheffield Wednesday in the second half, (against the wind, I'll have you know, and one must have been at least 50 yards, well 40 yards, well definitely outside the penalty area) there are two breath-taking occasions when I got a near miss, and both were linked to the romantic and historic city of Vienna.

Vienna is one of those crazy cities where dottiness, of the nicest sort, is commonplace. It was no surprise, therefore, when Uncle Ludwig, not really an uncle, more a friend of my mother's family, rolled up one evening clutching a small brown paper parcel. I was staying with relatives, and Uncle Ludwig was renowned for

spending half his life in a pawn shop where regular unredeemed property piled up. He had with him, he said, a small picture by an English called Smith, and he would know if friend Smith was anything. I explained politely in England were as common as leaves, and that although they were no doubt good painting by numbers, they had no knowledge, had no time.

I undid his grubby brown reveal a small but most picture of a horse, unframed. I turned it over. On the small caption giving the horse's name, telling that it had been bred in 1799, I saw the signature, it was not "It's Smiths, for goodness' sake." It was "Uncle Ludwig".

The second incident in Santa Barbara, California, way to the American Research Association, when my wife and I, an American teacher, were previously, "Why don't you come to my parents' house so we did."

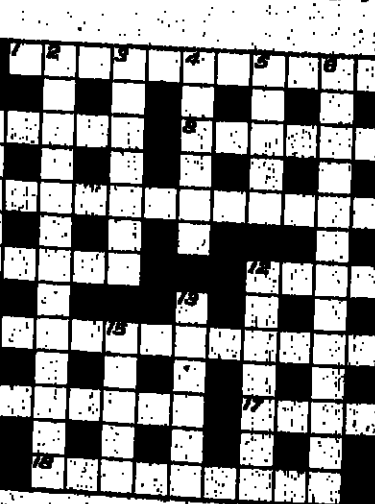
Her father was in his silver-haired man with a twinkle in his eye and a slight accent. It turned out to be Vienna, so we chatted to the city. How had he come to Vienna? He fell silent. I asked, he passed me a thick book, *Vienna House by David*.

I read it until two in the morning. It was largely the story of scientists tried to make a bomb in the last few central characters were called Paul Hartwick, then returned to Germany in charge of a research Hamburg. He was always trouble for doing his Hitler.

When the Germans in Allies were working on it, he was instructed to develop a centrifuge, heavy water but needed a lot of money. Half his time he spent persuading officials to import heavy water from the time they agreed to bomb the Norwegian plants.

Only German bureaucracy my mental, good immensely flexible, got us off the face of the

Crossword No 1234



ACROSS

1 Immunity which wrong thought by had (7,4)
2 Roman origin superbly seen on the links (5)
3 I'm large as a cricket (7)
4 'Cult of low degree' (5)
5 Retarded progress or tardy retirement (9,2,4)

DOWN

6 Cut the machinery to good effect for arrest (3,2)
7 The Krupps hotel in Switzerland (5)
8 Patient who cannot give up smoking (9,4)
9 I'm large as a cricket (7)
10 'Cult of low degree' (5)
11 Retarded progress or tardy retirement (9,2,4)

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Those most likely to ascend the promotion ladder

by Bob Doe

Teachers with a clear idea of where they are going who bring themselves to the attention of important people are the ones most likely to get promotion. So says a survey based on five comprehensive published yesterday by the National Foundation for Educational Research.

Success goes to those who "know how to play the career game" and have a clear "map" or timetable to work to according to *Teacher Careers and Career Perceptions* by Geoffrey Lyons, a lecturer in educational management at North East London Polytechnic. A good "map" enabled the ambitious teacher to obtain the necessary

qualifications, experience and attitudes quickly on each successive rung of the ladder. The successful aspirants also recognised the need to bring themselves to the attention of "sponsors" who could help their careers.

High "organizational visibility" is the key, apparently. "They showed themselves to be eager and ambitious and to have a strong sense of commitment to both the school and local community," Mr Lyons writes. "They are participants and embryonic organisers," and made contact with the head or senior staff much more often than their peers. They were

not short of "animal cunning" either. One young teacher told Mr Lyons: "I have already begun to make moves towards promotion - to be in the right place at the right time."

Another, with commendable efficiency of effort, observed: "To be responsible for the school play, which causes much disruption to all members of staff and to the school, is not as good as being the announcer on the day of the school sports."

"Go on a course run by Her Majesty's Inspectors - get known and you are halfway there," thought another.

Mr Lyons says political acumen is important - "their instinctive understanding of what the head thinks."

The willingness to move for promotion also seemed to distinguish the top teachers among the 122 sampled from those who simply obtained the lower graded posts.

There is an urgent need for more information and guidance for teachers on how to obtain promotion, Mr Lyons says. "The evidence suggests the existence of a pecking order of schools according to the opportunities they afford for subsequent promotion."

Teacher careers and career perceptions by Geoffrey Lyons, price £6.95, North East London Polytechnic.

Worksharing plan to avoid sackings

work-sharing plan for teachers, with some going on to a four day week, is being discussed by teachers' leaders and local authorities. But the thorny question of whether teachers will get a full week's pay for less than a full week's

NUT reveals jobs' blueprint

Plans for worksharing among teachers are being discussed between teachers' leaders and local education authorities to avoid the threat of compulsory redundancies in the profession.

Mr Jack Chambers, the president of the NUT, said this week he had already raised the question with local authority representatives and - through the TUC - with the National Association of Schoolmasters/Union of Women Teachers.

Mr Chambers has put forward three ways in which work could be shared: Teachers approaching retirement could be asked to work a three day week - with unemployed young teachers fresh from training colleges working for the other two; Women coming back from maternity leave could share jobs between them if they wanted;

Junior schools where staffing levels are being cut could - if all the teachers agree - go on to a four day week.

Mr Chambers said that the opportunities for redeployment and premature retirement were now limited yet the Government still wanted to axe a further 40,000 teacher jobs by 1984.

Mr Bob Richardson, chairman of the National Union of Teachers action committee, speaking during a debate at the NUT conference on its action strategy added: "Over the next year 18,000 jobs or 4.2 per cent of the teaching force must go if the Government wants to meet its target."

Mr Chambers said he had received a "sympathetic" response from local authorities, with whom he hoped there would be further informal discussions locally after the county council elections, and from the NAS/UWT. Further talks between the unions are to be held later.

One hurdle to the plan which still has to be cleared is the question of whether teachers opting for a four day week would lose a day's pay. Mr Chambers said it was "too early" to say.

Games give maths a good hand

by David Lister

As well as learning about kings and queens, school children around the world learn about aces and jacks, full houses and running flushes. For card playing, it is suggested, can be educational.

Teachers who are still puzzled that

pupils who can calculate nothing in a lesson can play a trick on a combination of doubles on a darts board, the number of points for clearing all the colours on a snooker table and the return on an each-way Yankee in a betting shop, must now realize that their zealous charges spend their breaks studying numerical analysis, when they assumed they were merely playing poker.

In the latest issue of *Bridge Magazine*, full time games inventor and consultant, David Parlett, claims that some card games emphasize memory, some depend on logical deduction, some require creative strategy and some call for mental arithmetic.

He writes: "Cribbage, casino and pontoon are obvious candidates for mental arithmetic practice and elementary, perhaps intuitive, probability assessment. Poker is a game of practical psychology, probably too subtle for children, but provides unparalleled material for numerical analysis and probability theory. The humble whist offers a splendid balance of deductive inference and creative strategy."



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others it was a less positive experience. But there was a fundamental difference between it and any proposed scheme based on community service rather than square bashing. The services imposed a discipline backed by military law, and had the organization, resources, and experience to run a scheme on such a scale.

The main argument advanced for making a national community service scheme compulsory is one of social justice. It would help break down class barriers, and avoid the stigma of a scheme which drew largely on the young unemployed. Although no one suggests that it should, like National Service, try "to sort out young layabouts," some of those who are likely to shirk a voluntary scheme might actually benefit most from a compulsory one. Proponents of a compulsory scheme might adopt the arguments of Professor Ralf Dahrendorf who maintains that it is quite legitimate to expect every member of an advanced society to give some time to the

Giving all school leavers a year's community service is the kind of heart-warming idea that is guaranteed to win the approval not just of the Any Questions Brigade but of any average bus queue. It seems such obvious, down-to-earth good sense. Here is the Government spending a rapidly increasing fortune on the young unemployed in the form of supplementary benefits and YOP allowances. The days when every school leaver might expect an immediate job may well be over permanently. There is a lot of work crying out to be done — old people need help, inner cities need cleaning up. So why not get the bored young men and women away from the Space Invaders and give them something that will not only challenge them but benefit the community? Learning to do something for someone else is one of the great lessons of growing up, after all.

In spite of the obvious attractions of such a scheme, the Government seems to be losing what enthusiasm it once had for it — at least in the form advocated by its strongest supporters. Last summer the Government was embarrassed by conflicting ministerial statements which suggested that they were thinking of cutting off benefits to anyone unemployed who refused to take part in community service.

Next month a new group named Youthcall, which includes some old favourites like Alec Dickson of Community Service Volunteers as well as some bigger, political, names like David Steel MP, will be launching a campaign based on a slightly different idea. They would like to bring in all young people, those at school or work as well as the unemployed.

If universities now recognize the value of a year off between school and higher education, should not the same experience be of benefit to all young people? But should it simply be available to all young people, or should they be compelled to join? This is where the controversy arises.

The nearest equivalent to such a scheme was the old National Service. For all its faults, it gave every young man a spell away from home in the company of his own age group. It helped some teenagers to grow into men and gave many of them self-confidence and a sense of purpose; for

The NUT Conference at Eastbourne marked the beginning of another difficult year for the union. Various apprehensive references to the Government's plans for the future of Burnham pointed up one of the big issues of the coming months.

There can be no doubt that union leaders are expecting Mr Carlisle to bring a Bill to Parliament in the autumn which will change the arrangements for teachers' salary bargaining in ways which are not at all to their liking. The new body which will negotiate salaries and conditions of service will be imposed by the Government in the face of the teachers' continued opposition.

Mr Carlisle reckons that he must step in and sort the matter out because long-drawn-out negotiations between the teachers' unions and the local authority associations on a new teachers' contract have run into the sand. He is rightly in the present circumstances there is no prospect of the teachers and their employers settling this matter for themselves. But his intervention will be seen by many as an attempt to weight the scales against them and in favour of the employers, on whose management panel he himself has till now been represented.

The NUT is also bracing itself to the first compulsory teacher redundancy which every statistical calculation suggests must take place during the next 12 months. As *The TES* survey last week indicated, the biggest authorities still appear to get by through natural wastage and early retirement, but not without much local anguish.

So far, the NUT has managed to combine protests against the most blatant cuts in some areas, with cooperation in others aimed at saving the jobs of those now in post by redeployment or early retirement. All this has involved a complicated mixture of rhetoric and realism and giving a very tight rein on local militancy. The Eastbourne Conference managed to scramble through a series of procedural hazards, and emerge without a full debate on the case of the omnibus bus. This was an unsatisfactory outcome in regard to a matter which could continue to simmer for some time to come. The severe disenchantsment meted out to Mr Richard North and his colleagues for what his supporters see, at best, as excess of zeal in fighting cuts which are universally deplored, have had the inevitable effect of dividing moderate opinion as well as stirring the militants. Hindaith suggests that executive's tactics were wrong. Instead of giving a self-congratulatory motion, they should have dealt with the matter more openly.

and let the issue be properly aired. Frank Jarvis and his colleagues have to tread a delicate path. They believe — and rightly — that misplaced militancy will damage the teachers' cause, waste their resources, and undermine their professional reputations, and that it is their responsibility to use the union's rule book to make sure the tail is not allowed to wag the dog. But while doing this vigorously and single-mindedly, they must also listen closely to the messages which come through from the local associations, give interpret these signals correctly. Not the least of the questions facing the leaders of the NUT this year is whether they can continue to keep the militants in line. The odds are that they can, but only by continuing to exercise what they would call strong leadership and what the militants would dub the suppression of minority opinion.

Alarm bells have sounded in Sweden with the news that the declining birthrate seems to have plunged further during the first 10 weeks of this year. If this trend were to continue, it seems the number of children born this year would be only

Month	1980 (per 1,000)	1981 (per 1,000)
JANUARY	15.5	14.5
FEBRUARY	14.5	13.5

Source: Office for Population Censuses and Surveys

1,000 - 2,000 live than in 1978 which recorded the smallest birth group since the 1930s. The latest figures for England and Wales are a dramatic 100,000 for Sweden, but they also seem pregnant with meaning. The optimum in the number of the births which began in 1978 and continued strongly through 1979 and 1980 appears to be, indeed, of the monthly statistics issued by the Office of Population Research.

community or to the world.

The objectors, most prominent of whom are the existing youth service organizations, might agree with the idealistic aims behind such a scheme but argue that a single solution is not necessarily right for all young people. The practical difficulties are also enormous.

How do you compel young people to join the scheme against their will? How do you motivate them, and how should they be disciplined if they step out of line? It is not enough simply to cut off state benefits (though few Governments would be willing to do even this). Would they really be banned from continuing at school or getting a job?

Existing voluntary service schemes would undoubtedly be affected (though some former conscripts would almost certainly decide to keep on with voluntary work afterwards). More seriously the education of thousands of young people would be so seriously disrupted that they would abandon plans to return to full-time

the numbers of live births since the previous July 1. The figures to the end of February therefore cover 35 weeks, and can be compared with the 35 weeks to the end of February 1980 and 1979. The 1981 figure is 1.6 per cent up on that for 1980, so growth has continued, but only just. The 1980 figure, however, was 4.1 per cent up on that for 1979, and 1979 was 7.4 per cent up on that for 1978.

The February 1981 figures by themselves are down on February 1980 by themselves are down 2 per cent. The figures are based on birth registrations and there are good reasons not to trust short-term comparisons because some quite extraneous factors can cause some registrations to be postponed, thus disturbing the figures. But it all suggests the OPCS monthly statements will be more than usually worth watching this year.

"Publish and be damned" and "open government" are two phrases with a fine ring to them, but they also both describe techniques of operation which can be more double-edged than their protagonists always allow.

Take, for instance, the matter of the recent report by HMI on the effect on standards in the schools of Government spending cuts. That report, the first of its kind to be published, has not only been almost universally praised, but has also been seriously doubted the independence of the inspectorate or the sufficiency of the evidence, which was collected subject to undertakings on confidentiality.

Pressed last week by members of the Communist Select Committee on Education to publish the names of its staff in any future exercise, Miss Sheila Browne, the Senior Chief Inspector, gave a more than usually inscrutable reply. Education officers' attention would be drawn to the character and interests of the Select Committee when writing to ask for similar information in the future and they would be asked for it in a form that could be "responsibly used by everyone". The Select Committee's chairman, Mr Christopher Price, remarked that he would need time to work out what that meant, but he is of course neither equipped nor eager to do so.

To the Chief Education Officer, Llanelli, Mr. C. Culworthy, who may recall that last autumn you collaborated with district inspectors on the reports in November, were put together with HMI's observations to form the basis of a report presented to the Education Committee.

general examples of new kinds of "offensive" boring

"Free School" desirable any two English teachers with the book in the school should NOTE

education, while those that did would prolong their study by an extra year, the cost the education system more, and unpredictable effect on industrial growth.

There is also the problem of finding a suitable community work for nearly 500 17-year-olds every year. It is all very well of working as hospital orderlies or clerical cumuli. But many of these are jobs of different times would be done by adults. The trade unions are becoming increasingly uneasy about some YOP schemes which are usurping their jobs. Without co-operation a national community work scheme would be sunk. The aim should be to run the social services on the cheap by using jobs that would not otherwise be done on such projects, to provide enough for administrators, and specialized equipment. This scale would be exceptionally cheap and hugely expensive.

If it were seriously intended to go only way forward would be through the various parts of the country, which nature could not be compulsory. Under various other programmes it is already young people to opt for community work. One proposal is that those who are still in a job might be given some leadership such as preferential treatment in university admissions) rather than the stick of compulsion. This in turn creates huge problems of principle and organization.

In spite of their support for the idea, many of them are not arguing that the YOP would be a panacea. Rather they feel that pop popping up unless and until it is suppressed and considered. But they also think that it is, superficially, a vote-counting permanent means while the impact of sorting out the maze of payments to 17-year-olds, and of designing a system of YOP. Within this reorganization there is room for more community service to be done on a public or non-public basis. The longer the discussion can continue the better.

It's still tough for a male housewife to get a degree. A grand total of four got first degrees in 1978, two of them ordinary, compared with nearly a thousand female housewives.

On the other hand, females in the armed forces are heavily outnumbered by men in the degree stakes. Only five WRACs and WRENs got degrees in 1978, compared with 141 men.

These and other vital facts can be gleaned from the latest edition of Education Statistics for the

United Kingdom 1978, practically the only publication, apart from some awkward hits in public expenditure White Papers, that deals with education throughout the British Isles.

It shows that pupils wanting a lot of teaching should come to England, where there are 14.4 pupils per teacher. Scotland, which shows a commendable distaste for fractions of children, has 15 bairns per domine. But Northern Ireland brings up the rear with 16.9.

What about births, an essential consideration for any education planner? The total has topped the million mark twice—in 1947 and again in 1964. But it is edging up again, and is projected to rise from a mere 666,000 in 1978 to over 900,000 in 1990.

Education officers had better watch out. Come the year 2,000, all those village schools may be needed again. Or will they in the light of the latest OPCS statistics (see page 2).

by Sarah Bayliss

Schools should use the experience of the Youth Opportunities Programme to design new curricula for the last years of school, says the Manpower Services Commission in its annual manpower review.

The review concludes that Britain's economic recovery will not occur until the middle of the decade, but that it will be delayed by shortages of skilled workers. There would be increased demand for trained workers and fewer opportunities for those with little or no education or training.

The aim must be a more adaptable workforce, more receptive to training and re-training in mid-career. It would be easier to achieve this if young people entering the labour force had much more solid grounding of vocational preparation, work experience and training.

The report says that the MSC has no wish to dictate what should be taught in schools, but it recommends that the Government should fund through the Schools Council a programme of curriculum development designed to pro-

Teachers at a school in South London have filed a complaint against the police for using force on a pupil when attempting to arrest him.

The complaint in the 'L' division which also covers relations between local people and the police was instigated by Lord S. A serious rioting.

The incident outside a junior school in Kebleton, and was witnessed by two teachers, and local residents. C. remonstrated with the head with a view to arrested for obstructing the staff.

Mr Timothy C. stressed this week as eye witness but his 'tenor' letter of basis of their action and staff at the school.

in Lambeth, lodged a complaint alleging that man while white him outside their

involves officers to co covers Brixton, were the police were to be investigating the

of Henry Fawcett innation occurred evening was going said at close hand some children and one parent, who police, was hit on a trenchcoat and a cation, according to

erie, head teacher, that he was not an e had signed the complaint on the children scene were very

upset," he said.

He has also a letter to Kenning regretting what hap

Relations between the school had been said. Indeed, pupil football competition police.

The tragedy is can break down patient work with That is the moment in their hearts

Mr Curle said about 5.30 pm while performed in the parents' "evening infant tending the school go home man being charged assuming a fight thought they should

But within seconds that the men in clothes policeman's ments had arrived

written a personal complaint to the police station, which happened. When the police and the boys were good, he said, he was recently voted a member of the organization by the boys.

It was that one incident of 1958 that is the basis of the local beat men. "The children will be taken care of," he said.

But on March 26 at the time a school was closed because of the "disturbance," two boys leaving the premises were seen by a teacher. They saw a black boy being hit by whites and the fight was going on. He called the police.

Within seconds they realized the situation and the pursuit were plain to see. The police and that reinforcement of the police officers later said they thought "excessive violence" was being used on the man once he had been caught.

A crowd had gathered and a man, who turned out to be a school teacher, removed the man from the police. He was hit with a truncheon and arrested.

McCurie said he was told.

Pointing out that he had no eye witness, Mr. Currie said: "I feel that at any time, particularly in an area where emotions are excited, if excessive violence is used, it would always be wrong and it would be very foolish."

"To be witnessed by a number of local residents and children from the school would be extremely unproductive to years of patient effort."

A spokesman at Scotland Yard said a complaint had been received and was being investigated in 1958.

Two men had been arrested and charged—one on charges of assault on a man and another on charges of assisting the police. The incident was over after the first man was while driving a car.

Nine Easter playschemes in Brixton have been offered extra funds to take children out of the riot-torn area on day trips. A private individual has also offered the free use of two double-decker buses so on outings.

Sir Ashley B Inner London which jointly :

The information for parents demanded in the Government's new regulations is "so selective and so narrow" that it will lead to greater prejudice, not greater knowledge, says the Socialist Educational Association, the affiliated education body of the Labour Party.

In a new leaflet, *Call Their Bluff*, information for schools, the association says much more information should be provided as minimum so that the Government and local Tory campaigners cannot make "cheap and erroneous propaganda". It suggests a new format for publishing exam results and proposes that details of pupils' personal backgrounds should be given. The weaknesses and schools' allocations resources should also be made available.

To make sure no league tables exam results are produced, local authorities should ban percentage pass rates, according to the leaflet. And results at 16 plus—both CSE level, and CSE—should be shown on one table, with grade CSE given as grade B, and CSE grade 2 and 3 shown as O level grades and E. "There is no exact coincidence ... but the differences are of some significance", the SEA states.

The booklet also suggests that 16-plus table should be accompanied by a clear statement that grade 4 C is the grade expected of an average person after five years of secondary schooling.

To put the results in context, SEA suggests the booklet should whether pupils from outside catchment area attend the school as a result of selection by the local authority". The number entitled welfare benefits and in need of re-



Players concentrate on the next move during the two-day final championship of the London Primary Schools Chess Association, held this week.

Physics textbooks are dull, verbose, mean too much time to pupils, are intended for and ignore the most basic principles of teaching, according to the latest edition of *Physics Education*.

Mr Clive Mann, a lecturer in physics at Norfolk College of Arts and Technology, says books intended for pupils taking O'level or CSE such as *Ordinary Level Physics* by Abbott or *Certificate Physics* by Kearsey have been found to require reading ages of 19 years.

A readability test Mr Mann carried out on the widely used A level text *Advanced Level Physics* by Nelson and Parker revealed a reading age requirement of 21 years.

The style of most textbooks was "verbose, obtuse and dull" with little scope for enjoyment or imagination and few mentions of the applications of physics. "The introduction consists of two terse sentences, then the student starts ... not an ideal strategy for catching attention yet without the attention learning cannot take place," Mr Mann says.

Mr Mann's attempt to summarize the end of each topic, "Yet the basic rule of teaching is that reinforcement promotes learning."

"The traditional physics textbook poorly written, dull and a definite disincentive to any prospective student. The style and content are everything modern educational theory tells us is piece of written work should not be he says.

School journey travel insurance call

A gloomy picture of teacher shortages, slashed capitation allowances and fewer options for schoolchildren is painted by the Welsh Joint Education Committee in a statement on the effect of spending cuts on education in Wales.

The committee, which represents all eight Welsh local education authorities, says its representatives have been to see ministers three times to tell them the implications of the cuts — but to no avail.

"By September 1981," it says, "Wales will have reduced its teaching strength by 460 over and above the loss due to falling school numbers. The in-service training of teachers has been gravely diluted. Teachers' centres have closed in many areas. Specialist advisers or officers' posts are being frozen. Very few teachers now go on long courses."

"Capitation allowances, already in seven Welsh authorities below the England/Wales average, are being reduced even further. One authority has to raise out the money with which it schools buy books by 25 per cent. Another has a serious lack of funds to replace school furniture."

"Mixed age groups are being increasingly found in primary schools," it continues. "Some secondary schools have reduced their science syllabi; others have withdrawn second foreign language provision. Extra-curricular activities such as swimming, instruction and outdoor pursuits have been badly hit."

The view expressed in the recent report of Her Majesty's Inspectors of Wales that "the continuation of present expenditure policies must have substantial adverse effects on schools", is unanimously shared by the committee, says the Welsh Secretary, therefore calls on the Welsh Government to "take the necessary steps to limit further — and not, as a consequence, "imperil the economic recovery of the country".



A report of the SCHOOLS COUNCIL Project:
Communication and Social Skills
through Use by Pupils of Audio-Visual Media

- *Motivation jumped and stayed high.*
- *Pupils displayed attitudes that no one suspected were there.*
- *Precess to student learning was provided for many pupils previously hampered by weak literacy skills.*
- *It motivated my pupils to read*

These are some of the comments of teachers who worked with the Project over two years to develop methods of teaching that would enhance pupils' communication, social skills and subject learning. The book describes eight case studies, in English, History, Geography, Biology, Health, Career and Modern Languages, evidence of learning gains being presented throughout.

The last three chapters help to substantiate and explain in some degree some of the changes in behaviour and achievement reported by teachers and pupils.

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Richard Garner reports from Eastbourne

'Parasite' label condemned

Government ministers were urged to stop treating teachers and other public servants like "parasites" by Mr Fred Jarvis, general secretary of the NUT in his address to the conference.

He said: "I am getting sick and tired of ministers talking as if those who keep the public services going under increasing difficulty are parasites riding on the backs of the rest of the community."

"It needs skill and dedication to nurture the sick and elderly and give hope to the disabled, to care for the young and to develop the minds and skills of the rising generation. And in any of these jobs, a madhouse of monetarism it would not be the purpose of government to stop people from working in such vital services and throw them on to the dole."

Mr Jarvis said that Mrs Thatcher's administration represented a "no hope" government for the education system - offering no hope of building an education system relevant and adequate to the needs of the nation or to school leavers in giving them "a prospect of self fulfilment with dignity in real employment."

Move to boycott new pay body

The Union may boycott new negotiating machinery linking salaries and conditions of service if it is imposed on the teaching profession by Mr Mark Carlisle, the Education Secretary.

A motion instructing the union's executive to resist any imposition of "unacceptable negotiating machinery" with "all the appropriate powers at its disposal" was carried overwhelmingly.

Delegates were told that opposition could take the form of lobbying MPs if there was an attempt to create new machinery through an act of parliament or by boycotting the new body and insisting on separate negotiating rights if the NUT lost its bulk majority over other teachers' organizations in the new setup.

If the union's overall majority was retained the NUT could use it to settle all discussion on conditions of service in the new body.

Mr Dai Badham from Brent supporting the move said that - if this new strategy was not agreed - it would "leave Mark Carlisle on his Mexico holiday laughing up his sleeve."

He said it and he will be crying in his teeth," he added. Mr Carlisle has repeatedly declared his support for linking the two in the view of the local authorities' associations and has asked the unions for their views on his plans.

The motion carried at the conference insists that negotiation between teachers and employers on conditions of service and salaries should be separate and not subject to the control of the Secretary of State. It opposes a move put forward by Mr Carlisle that the Secretary of State should be given new powers which would allow him or her to reject or amend any pay award to teachers stemming from independent arbitrators.

The Left is buried with Engels' ashes

Not many people know it, but Eastbourne - the seaside town that played host this week to the National Union of Teachers Conference - was the favourite resort of Friedrich Engels, a father of Communism, and a philosopher whose views would not find much favour with the mass of delegates who filled the Congress Theatre over Easter.

Engels loved the place so much that he asked for his ashes to be scattered over nearby Beachy Head. Karl Marx used to visit here to collect cheques to keep the infant Communism out of the red.



The NUT this week was determined to keep the red, pinkies and even those of a pale cerise hue out of its affairs. By means fair and tactical, the left in the NUT is being smothered as drastically as the remark of a former president, Mr Max Morris that they had enough members just to fill a taxi, now ranks as a mild aphorism.

The Left say the trouble with the NUT at the moment is that it's bosses don't seem able to take any criticism. In the eyes of many close to the executive, Mr Dick North - the banned executive member - seemed to have the strongest commitment to trade unionism of any of

his colleagues. He was an able speaker, and has been constantly returned to his seat by members from inner London. He was ousted on what his supporters claim was a trumped up charge of incitement to strike while he and five others suspended members from Lambeth said that all they had done, was to put their names to a resolution opposing cuts in government spending.

Local branches now have to get support - not only from members, but from parents as well - before asking to

take action against cuts. The NUT is determined to keep a tight rein on all forms of protest against the decline in the education service and is now set to go down the road laid by Frank Chapple, general secretary of the electricity trade union, in weeding out local officials who disagree with the national line.

Precisely what that line is is becoming harder to perceive. Executive policy statements - long-winded accounts of what has been done, and what should be done about pay, pensions, education

standards and appointments and motions submitted by local branches and voted on to the order paper. But all this should not give the impression that there was a huge confrontation between left and right. Steam, vim and vigour of the left appears to have subsided this week. Maybe it's Eastbourne.

Lewis Carroll wrote *Alice's Adventures Under Ground* here. Darwin wrote parts of *The Origin of Species* here. Eastbourne has a first street light, the first public telephone and the first public telephone booth. It was the ideal site for a major invasion of England.

The Salvation Army fought for the right to march and preach in the streets of Eastbourne. It was the first time that the Salvation Army was allowed to march in the streets of a town. It was the first time that the Salvation Army was allowed to march in the streets of a town.

Stephen Cole



Mr Fred Jarvis Attack on 'parasite' slur



Mr Jack Chambers warning of arms race

Call for halt to arms race

A motion calling for a halt to the arms race and moves towards nuclear disarmament with the cash saved spent on education instead was given overwhelming support by delegates.

The motion, which stressed that money spent on defence was "deplorably required to meet gross economic and social needs - particularly education", means that the NUT is declaring itself against the acceleration of defence spending for the first time.

Teachers had already voted to support the motion the third highest priority before the Conference began. It was a motion of great importance to the union, on salaries, conditions of service and the curriculum.

Delegates applauded loudly as Mr Michael Dukes, from Southampton, told them that - during the six months he was allowed to address the Conference - £10,800 had been spent on the Trident missile programme.

"Less than three days Trident would be needed to cover the 300 threatened teaching posts in Birmingham," he added.

The union's executive committee opposed the motion, proposing instead that teachers should educate children for peace, but their amendment made no mention of nuclear disarmament.

Mr Geoffrey Foster, for the executive, said: "We are not a party political union able to take a party political stand on issues such as nuclear disarmament."

However, Mr Dukes, in replying, answered suggestions that some delegates might leave the union if it took the stance on nuclear disarmament by saying: "It might be better to have a

CONFERENCES

Mrs Crosbie pins her job hopes on a Labour victory

Mrs Eileen Crosbie the 36-year-old nursery teacher who was the heroine of last year's NUT conference returned this year - still without a job.

Ironically, this week saw the anniversary of the decision by Nottinghamshire county council to sack her for refusing to teach a class she considered unsafe after losing one of her helpers because of cuts in education spending.

Her best hope of reemployment lies with the county council elections on May 7 - the Labour party having pledged to reinstate her if they wrest control of the authority from the Tories.

Even then it is unlikely that she will be able to return to her old school - Robert Mellors infants in Arnold - since her job has now been filled. "The teacher who is there has been confirmed in the post now," Mrs Crosbie said. "I understand she is a member of the Professional Association of Teachers."

PAT is the union whose members pledge never to go on strike. Other teachers organizations have backed the job.

Mrs Crosbie is still having her salary paid by the NUT because she has been advised she should not seek a job elsewhere as the union wants to win her reinstatement.

Not that she would seek a new job - even if there were any available: "The Nottinghamshire authority is where I live and I am reliant on public transport to get to work," she said.

"Anyhow the only authorities nearby are Derbyshire and Lincolnshire and there is enough difficulty finding jobs for all the teachers there without importing any from outside."

"I don't think there will be a lot of point looking for jobs there and I don't really feel inclined to move. I have a home and family as well as the teaching career to think about - and they are just as important to me."

Mr Fred Jarvis the union's general secretary was heckled during his address to the conference when he spoke of "all the action" the union had taken in Nottinghamshire. There were cries of "what action?"

Mrs Crosbie said: "I had and still have very good support from teachers in Nottinghamshire. Nationally I have had the support of the union - they pay my wages and have done so for the last 12 months."

"But it would be wrong for me to say that I was not disappointed with the amount of action. I felt during last summer when action was called off while negotiations took place that the authority was prevaricating. We would get to the summer and nothing would happen."

"Of course I was not aware of all that was going on but perhaps it could be said with hindsight that my one real hope is that the union learns from what happened to me so it can help others."

However delegates rejected an amendment urging the union to support local authorities campaigning against cuts on the grounds that it could lead to "anarchy" within the union.

The conference overwhelmingly passed a motion deploring government cuts which it said had led to an attack on the social wage through increased charges for school meals, milk and transport.

Delegates avoided a bitter public debate over the decision to ban six Lambeth teachers from holding union office for up to two and a half years.

After a series of sparring matches between the left-wing supporters of the "Lambeth Six" and the union's executive committee, delegates threw out attempts by both sides to get an emergency debate on the issue.

Now the "six" plan to continue their campaign for reinstatement through local divisions and associations of the union and support a candidate to stand in the byelection to replace Mr Dick North, one of the six and a member of the executive committee.

During the election for the reinstatement of the "six" and act as a caretaker until Mr North can take his seat again.

Both the left and the executive tabled emergency motions - which needed two-thirds majorities to get debated - to discuss the suspension of the six. The executive's motion was self-congratulatory while the left's - tabled by the remnants of the Lambeth association - demanded the reinstatement of the six.

There was chaos as Mr Jack Chambers, the union's president, first refused to take a speaker in opposition to the executive's motion and then declared it carried, refusing to take a card vote as delegates rose to their feet to challenge him.

He then ruled Lambeth's motion out of order on the grounds that the conference could not overturn a decision of the union's disciplinary committee.

He later apologized to the conference for ruling against the card vote and for the fact that the card put in by the speaker, wanting to oppose the motion had never been conveyed by administrative staff to him.

When the vote was eventually taken delegates did not give the necessary two-thirds majority to allow the debate to take place. They also threw out a challenge to Mr Chambers' decision to rule out the motion out of order.

The suspensions stemmed from a motion declaring support for the Lambeth day of action against government cuts which the disciplinary committee ruled had not gone through the proper channels.

Mr North was suspended from union membership for a year and barred from holding office for a further 18 months. The other five were barred from membership for six months and holding office for eighteen months.

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Call for debate on Brixton riots rejected

Teachers rejected a plan for an emergency debate on the Brixton riots. The move to suspend the union's standing orders was proposed by the Lambeth Association of the NUT which claimed that the recent events in Brixton would have "far reaching effects on education in Lambeth."

Mr Peter Bastick from Lambeth said they would also have "important implications for the rest of London and inner city areas of large towns like Birmingham, Liverpool and Bristol."

"This is a problem which will not go away," he said.

Mr Fred Jarvis, the union's general secretary, said the decision would not prevent the union from submitting evidence to the Scarman inquiry into the riots. "We will want to cooperate fully with that inquiry and we will go into it with the Lambeth Association."

Plans for radical changes in the teachers pay structure were agreed by conference.

They include a significant reduction in the number of different points on the pay scale and automatic progression for teachers on scale one, the bottom of the pay scale, to the top of scale two.

The plans will form the basis of the union's approach to a working party already set up with local education authorities to discuss changes in the pay structure during the next year.

Delegates threw out amendments which would have committed the union to fighting for a flat-rate pay increase for teachers and another which would have set the basic starting rate at £5,500.

The pay policy was passed overwhelmingly by delegates and also includes a call to oppose "unrealistic cash limit policies" proposed by the Government.

In addition the conference agreed radical new guidelines which would put an end to privilege and patronage in teaching appointments and promotions.

Moves to step up the union's campaign of action against increased class sizes and loss of teachers jobs were defeated at the conference after members of the union's executive had said that its resources should be saved to fight compulsory redundancies.

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NAS/UWT at Brighton

National curriculum is needed

by Bert Lodge

A standard curriculum laid down by the Government after consulting the Schools Council should be offered in every school throughout the country, the president of the second largest teachers' union said this week.

In his presidential address to the annual conference of the National Association of Schoolmasters and Union of Women Teachers at Brighton, Mr Alan Poole, head of a Surrey middle school also called for teachers' salaries to be financed directly from Whitehall. He expressed alarm at the difference in staffing levels in schools round the country and condemned the attempt by teachers' employers to tabulate a teachers' working day.

Mr Poole said an equalized curriculum would be a reasonable response to letting the Government be responsible for paying teachers. It was also the first logical step to deciding the size and complexion of school staffs.

"It is not much good deciding how many teachers there shall be in any school, without first coming to terms with what should be taught, at what age, the various options should be decided and then the teachers' day and week in terms of seven and a half hours and thirty-seven and a half hours respectively showed complete ignorance of the way teachers worked."

Teachers had given freely of their time to after-school activities and now they were being regarded, as obligations. The recent working party of employers and union representatives on teachers' conditions of service had been called to repudiate the 1968 agreement and get teachers back on compulsory dinner duty as part of their contract, he said.

"They are the same employers who entered into a firm commitment to restore Houghton salary levels and who then reneged upon their undertaking."

"Those same employers who sat for two years with teachers in another working party with the aim of agreeing new teachers' satisfactory induction arrangements but then backed off at the end of the day because they were unprepared to provide for adequate teacher replacement," he said.

"The body best equipped to advise the Secretary of State on national curriculum design is undoubtedly the Schools Council. It brings together the broadest representation of those with educational interests. I urge Mr Carlisle to take greater account of the views on curriculum of this distinguished and knowledgeable body than he did over examinations."

Finally, Mr Poole said, it was important that curriculum dictated said.

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Practical marriages bring in extra cash

SYDNEY Student couples in Australia are going through marriage ceremonies they have no intention of consummating in order to qualify for government financial assistance of about \$49 (£26) each a week.

Under the federal government's tertiary education assistance scheme students at tertiary institutions are eligible for grants based on a means-test of their families' income.

But married students are eligible for assistance irrespective of their parents' income.

Many students say that the means test is set at an unrealistic level, depriving many students from working-class families of any aid.

Their answer has been the marriage of convenience. They go through a marriage ceremony, register as married students and collect the full allowance although they may never see each other again until they graduate. Under the Family Law Act of 1975 they get a divorce after 12 months' separation.

It is impossible to say how many such marriages have been conducted since the participants avoid publicity that might cost them their allowance. What is new about the recent rash of these marriages is the publicity sought by the participants and the student unions.

The couples stop short of giving their names or handing out photographs to the news media, but they do announce their plans in advance, almost like publishing the banns, and go through a genuine ceremony viewed by witnesses who have agreed not to identify the couple.

Students in Queensland started this practice three weeks ago and there have been several such ceremonies since. The object is to publicise what they see as the anomalies of the federal education funding and the unrealistic levels of both the means test and the allowance itself.

The principal of a college of advanced education in Tasmania, Coleman O'Flaherty criticized the inadequate and inequitable levels of financial assistance.

Dr O'Flaherty said Tasmania offered first class tertiary education opportunities but the federal government's aid to students did not encourage all potential students to enter the system.

He said the system was particularly hard on students from more remote areas whose costs were naturally greater than other tertiary students.

The federal Opposition spokesman on education, Mr John Dawkins, this week called for immediate action to prevent tertiary education becoming the privilege of the wealthy.

Mr Dawkins claimed the value of the student grant had fallen by \$48 a week since the Australian Labour party last office in 1975.

Finland/Donald Fields

Attack prompts action call

HELSINKI Finland's principal teachers' union, OAJ, is calling for action to deter attacks on it members following a brutal street assault by a senior schoolboy on a 56-year-old English master in the provincial town of Turku.

The OAJ is currently gathering evidence to back its contention that assaults on teachers, women as well as men, are spreading. Cases of assault generally go to district or magistrate's courts, with fines for pupils found guilty. Experiments already implemented at the OAJ's behest, such as angrier classes and tighter discipline, were encouraging a better school atmosphere.

In the Turku incident, the most flagrant recorded to date, the victim was still recovering in hospital one week after being beaten up. The culprit had not been in his class for two years but apparently bore a long-standing grudge against the teacher.

United States/Clive Cookson

Private schools do better—major report

WASHINGTON Private schools provide a better education than their public counterparts, according to an epic new research report by the University of Chicago sociologist James Coleman.

His conclusions were denounced at once by the public education lobby, which fears that they will increase the enthusiasm of the Reagan Administration and many members of Congress to give parents a tax credit for private school tuition fees.

The work was commissioned by the National Council for Education Statistics, part of the United States Department of Education, from Chicago's National Opinion Research Centre where Professor Coleman is a principal investigator.

It includes data on 58,728 pupils at 1,016 high schools, and is said to be the largest survey of public and private schools ever undertaken.

The report's immediate impact has been felt most strongly in the political debate over possible government help for private schools through "tuition tax credits" or even vouchers.

However many educationalists feel that in the long run its most important contribution to educational research will not be the finding that private schools are better but the implication that "school does make a difference".

This conclusion apparently contradicts the one Professor Coleman reached 15 years ago in his first educational blockbuster, the highly influential study on *Equality of Educational Opportunity* as critics have been reminding him.

The 1966 Coleman report concluded that schools made little difference to children's academic achievement; what really mattered was socio-economic background—the home and the cultural influences immediately surrounding it.

The 1982 report became best known for its finding that black pupils performed better in predominantly white classes than in mainly black ones. This evidence was frequently quoted by advocates of racial desegregation, until Professor Coleman himself said in 1978 that later research had invalidated it.

"If schools make a big difference, as the Coleman report of 1981 said, it is very big news for the educators of America," education professor Diane Ravitch of Columbia University pointed out, "because it says public schools can do as well as private schools, they do worse now because their pupils do different things."

Presenting his latest study, *Private and Public Schools*, to a Department of Education conference in Washington last week, Professor Coleman attributed the superior performance of the private sector to the fact that its schools usually provide more challenging academic programmes, insist on much more homework and maintain stricter discipline than the public sector.

The report says private schools produce "better cognitive outcomes" (ie higher scores on standardized tests) even taking into account differences in their students' socio-economic backgrounds.

But it adds an extremely important caveat.

West Germany/David Dungworth

Agreement on hours 'disappointing'

An agreement on working hours, drawn up by West Germany's state education ministers, has been described as "disappointing" by the country's teachers' union, GEW.

If the agreement is approved by the finance ministers and presidents of the federal states it will establish, for the first time, a common pattern for staff in state schools throughout the federal republic.

It will remain in force until at least 1986, and after that can only be terminated by a majority of the 11 state governments.

The agreement lays down a uniform framework of teaching hours for each type of school. Primary and secondary modern teachers will teach

for 27 to 28 hours a week; teachers in vocational schools will teach for 24 to 25 hours a week; and teachers in grammar schools will teach for 23 to 24 hours a week.

These categories will also apply to staff in special schools, and to teachers who have trained for a specific pupil age range.

Although the amount of time which teachers are required to spend in the classroom will still vary according to local conditions, the state to another will be reduced.

Allowances will be made for teachers with special administrative responsibilities, but those teachers whose subjects require comparatively

little marking time, such as music, art and physical education, may be given a greater teaching load.

For the vast majority of staff the new regulations will mean a reduction in their teaching duties of one hour a week, which is far less than the teachers' union has been pressing for since 1974 when a 40-hour week was introduced for other state employees in the federal republic.

Teachers were excluded on the grounds of the extra cost involved, and because at the time there was a shortage of qualified staff to fill the additional posts which would have been needed.

The union's case has been based on two independent surveys which show that teachers spend less than half their time in the classrooms, and that when activities such as staff meetings and lesson preparation are included, their average working week exceeds 50 hours (725 June 13, 1980).

Its campaign for a reduction in hours reached a peak in 1979 with token strike and demonstrations in various major cities. These strikes led to salary losses and official reprisals, since West German teachers are forbidden by law to go on strike.

Increasing teacher unemployment and financial cutbacks by the state government mean that such militant action is now ruled out as a means of achieving their aims.

GEW leadership has merely promised to back up its efforts to secure parity with other civil servants "with all the political and legal means at its disposal".

Government plans student grant freeze

BONN Government proposals to postpone the biennial increase in student grants, announced last week, have met with protests from West German students.

The Government can afford armaments but it can't afford education, commented a spokesman from the Bonn University students' union, who also criticized plans to limit the number of those eligible for grants.

The first cap on living expenses since 1979, scheduled for October 1981, will not now take effect until April 1982, provided Parliament approves the proposal. The maximum grant will then rise by between six and 64 per cent to about £82 a month. The 12 per cent rise in the threshold of the parents'

means-test by which grants are assessed will also be postponed until next April.

This is part of the package of economy measures put forward by Education Minister Herr Blomeyer and expected to become law by the summer. It is in response to the Bonn University students' union, who also criticized plans to limit the number of those eligible for grants.

In spite of inflation and an increase in the number of students, the sum allocated to grants remains at last year's figure of £500m.

The main reason for the Education Ministry's financial difficulties is the huge increase in the high birth rate of the early 1960s, which is just beginning to be felt in higher education.

Other features of the economy drive include raising the monthly repayment rates by 50 per cent on government loans to postgraduate students and the introduction of a policy dubbed "Education without detours".

In future, second degrees will only be made in exceptional circumstances. "Unemployed" teachers would be one group who would benefit from this measure, as their retraining would not be financed by the state.

In view of the current youth unemployment in West Germany, student grants are a sensitive issue. The proposed cuts are taken by some as further evidence that the Government is not interested in the problems of young people.

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SUSANNAH KIRKMAN

THE TIMES EDUCATIONAL SUPPLEMENT

THE TIMES EDUCATIONAL SUPPLEMENT 24.4.81



In the fight, clockwise from top left, Jacques Chirac, Francois Mitterrand, Valéry Giscard d'Estaing, Georges Marchais.

Jane Jessel on the French election

Young jobless get the closest attention

PARIS Unemployment and the economy have emerged as the main issues in the forthcoming French presidential election and education plays a strong part in candidates' policies to reduce the first and to strengthen the second.

Of the 10 candidates standing in the first round of voting this Sunday, two will go forward for the decisive vote a fortnight later.

Only four have any chance of reaching this second round: the incumbent, Valéry Giscard d'Estaing; socialist Francois Mitterrand; official Gaullist choice, the Mayor of Paris, Jacques Chirac; and communist Georges Marchais.

The run-off on May 10 will probably be between M. Giscard and M. Mitterrand.

Giscard is defending his record since his elections in 1974, as well as putting forward policies for the next seven years.

According to his figures, education represents 17 per cent of the French national budget and equals three quarters of income tax revenue.

Although falling school rolls have resulted in 36,000 fewer pupils than 10 years ago, President Giscard's Government has created 243,500 new teaching jobs.

But, as Francois Mitterrand points out, class closures in French schools have led to the loss of many teaching posts. If elected, he says, he would immediately restore these posts and limit class sizes to 25 children.

The President claims French nursery school provision is higher than any other country in Europe, and that during his Presidency it has increased substantially to 36 per cent for two-year-olds, and to 100 per cent for four-year-olds.

M. Mitterrand promises to open more nursery schools to provide places for all two-year-olds. Jacques Chirac also places high priority on pre-school education, "because it is a French creation; a model which other countries want to imitate".

An urgent reform for M. Chirac would be the dismantling of the *Collège Unique* introduced by Giscard's former education minister Rene Haby to provide unstreamed secondary education, "which has disappointed even its supporters".

M. Chirac has called for urgent reform of the objectives of the educational system which he believes do not take sufficient account of the needs of the economy.

The present direction of education is taking children "towards longer and more abstract paths", he believes, and needs to change in recognition that for everyone, education led sooner or later to a working life.

The communist educational programme in general is couched in wide ideological terms, calling for schools to be made more democratic, with decision-making rights for parents, teachers and pupils, and to be made more open to the outside world.

It becomes more detailed when linking education to the question of employment.

All four candidates recognize the importance of employment and training, especially for young people, of whom about 150,000 currently leave school annually with no professional qualifications.

President Giscard cites his Government's record of introducing work experience schemes for technical school pupils and various programmes designed to create more jobs for young people.

He proposes some professional training for all, with emphasis for many on technical education and apprenticeships.

Better matching of demands for and offers of work should result from employee retraining he believes.

Increased state aid has already been made available, most notably under an Act passed in 1978 which provides paid training sessions for employees.

M. Mitterrand proposes that each worker should be entitled to a two-year training credit useable any time in his working life. The current system, he says, aggravates inequalities by limiting retraining for those who most need it.

For Georges Marchais, the object is "complete eradication of unemployment". Under his programme each workplace would formulate its own state-financed training programme, with priority for workers doing dull, repetitive jobs, and for young people and women.

Baby bribes, but families fail to grow

PARIS The French Government has announced recently reforms to improve the social aid programme for families in difficulty. These will streamline social services and give the families a greater say in the decisions affecting them.

The social aid programme, which affects 470,000 children and last year cost 10,000m francs (about £1,000m) gives financial help to families in need and is responsible for children taken into care.

In addition to administrative measures designed to make the relevant social work departments run more smoothly, the Minister for Health and Social Services, M. Jacques Barrot, has proposed three main reforms "to offer better help to families, to avoid inevitably painful separations and to offer children concerned the best chances".

Each family will have contact with only one social worker, who will coordinate the work of the various departments and be responsible for calculating entitlement to the different allowances.

Allowances will be paid more quickly and the decisions concerning them will be made at the level of the social worker in touch with the family.

In addition, care will be taken not to separate families, and children who have to be taken into care are to be housed as near as possible to their parents. Where necessary, foster parents will receive special training.

But despite these new measures to encourage and strengthen the family, former President Charles de Gaulle's often-quoted dream of a hundred million French men, women and children looks more and more remote.

The national birthrate is declining, in spite of government efforts to encourage population growth, reflected in social aid policies heavily biased towards help for children and mothers of large families. (Provision for groups lacking in economic potential, such as the handicapped and the elderly, is also included.)

When General de Gaulle announced his desire for a doubling of the French population in the next century, the prospect did not seem unlikely as the post-war baby boom had led to a production rate of 2.6 children per woman of child-bearing age. But in 1964 the birthrate started to fall, and today's figure is only 1.8 children per fertile woman.

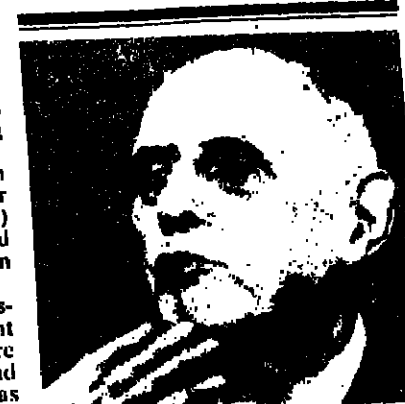
If this rate continues, the French population will start to decline in the year 2005, while the proportion of old age pensioners will steadily increase, making a greater number of economically inactive persons dependent on fewer working people.

But, unlike many other developed countries, France is relatively overpopulated, still an agricultural nation, and only comparatively recently industrialized. A growing population is therefore seen as a fundamental necessity of healthy economic expansion.

To this end, lavish benefits are given to families with children. In all, 15 different mechanisms channel funds to the fertile. Several are means-tested, including the supplementary allowance, the allowance given at the beginning of the school year, housing allowances, and the lone parent allowance.

But others are given to all. These include three pre-natal and three post-natal allowances, of which is conditional on medical tests during and after pregnancy. They currently total 4,386 francs for the first and second children; since last July, third and subsequent children have received a lump sum birth grant of 10,000 francs instead of the post-natal allowances.

Family allowances are paid for second and subsequent children aged up to 16 (or to 20 if they are in education or training). Rates vary according to the number of children in the family. In



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addition, there are many complex allowances available to orphans and handicapped children.

There are currently about 125,000 third or subsequent children born each year, and this number may grow if recent government measures prove effective. In the Act of July 12, 1977, the Government spelled out its policy in favour of the family, and measures came into effect last July designed to persuade more French couples to have larger numbers of children.

As well as the generous 10,000 francs birth grant, maternity leave has been extended from four to six months for mothers having their third or subsequent child. Family allowances giving at least three per cent greater real incomes are granted to three-or-more families. And a supplementary allowance guaranteed to raise a low-paid three-child family's income to 4,200 francs a month, with an extra 400 francs for each subsequent child, is provided.

The importance the French Government attaches to the family is underlined by the boosted status of the Minister for Women's Affairs and the Family, Monique Pelletier. In a recent government reshuffle her post was upgraded from nineteenth to sixth in order of priority.

In promoting family welfare, France's President, M. Giscard d'Estaing has risked open disagreement with his Prime Minister, M. Raymond Barre, whose austere economic policy has left little money spare for luxuries. But the Gaullist Mayor of Paris, Jacques Chirac, obviously shares the view that the people of France must be encouraged to have more children. In an attempt to halt the depopulation of the capital he has introduced, among other measures, a non means-tested allowance of 1,200 francs for families with three or more children who have lived in the city for more than three years.

However critics say that money alone will never persuade couples to have more children. Potential parents tend to base their decisions on a number of factors, including fear of unemployment and world instability.

One measure that might have an immediate effect would be increased provision of crèches and nursery schools. Theoretically these are open to all children from the age of two or sometimes less, but there are simply not enough places to go round.

JANE JESSEL

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Talkback

The life of Brian

Patience Tuckwell

If I had asked that class of seven to nine years to take me to their leader, I'm sure they would have taken me to Brian.

Not to Tim, who always has the bright ideas, nor to Katy, who could read and write before she ever came to school, nor to resounding Rachel or solemn and serious Simon. The truth is that Brian, at eight and a half, astigmatic and excruciatingly slow and "backward", is the acknowledged leader of Class Two.

Perhaps the most attractive argument in favour of the segregation in special schools of handicapped children is that in the normal school the handicapped child can never be top, whereas in a special school he can shine because the competition is not so fierce. How important is it for a child to appear to shine in school work among his peers?

He may not actually need to be deceived about his own academic performance in order to feel of some worth. The child who travels by special bus to special school knows, just as well as the child in a normal school who has "extra" reading, that he is behind in his work, and in some way not as good as others. But are there compensations in appearing "dull" in a normal school, rather than bright in a special one?

Most of the children in that primary school class could tell me who was "clever" and where they lay themselves in the academic stakes, although there was no official class order. They did not suffer any of the false modesty of older children, and were quite as likely to admit to being good at some-

thing as to admitting to their difficulties. Brian named one other child whom he considered slower than himself, but had no illusion about his own achievements. "I'm not good at work," he told me cheerfully, implying that there were other things to be good at as indeed there are.

Brian's tested IQ varies. The score is higher than his teachers expected but it makes him, in official terminology, ESN(M). He is a pupil in a good, small village school. There are 80 children on the roll and three full-time teachers, plus a teaching head and 20 part-time voluntary workers, mainly recruited from parents, some of them qualified teachers.

There has been no question of Brian going to a special school, although I have certainly taught children with less severe difficulties, and from as attentive homes as his, in ESN schools. Brian's school is small, and can call on its voluntary workers to fill in the gaps. There are four extra helpers for Brian, besides his class teacher, who all work with him at school on his difficulties.

At seven and a half, he didn't know the days of the week or what day it was that day, could not tie his shoelaces, tell the time, tie his tie, say the alphabet, or sound the letters of it. He didn't know when his birthday was, and his hand-eye co-ordination was poor. His writing was slow and tortuous. His mother thought him lazy, and she would seem to be partly right, although Brian does display many of the idiosyncrasies of the dyslexic; he draws letters and numbers backwards, gets the right letters but in the wrong order, and his difficulties with the days of the week may be a dyslexic characteristic.

There is something a bit "apollitic" about Brian. He manipulates his peers and his mother. He's the first to dis-



appear at clearing up time, the least helpful of onerous chores, and quite about offloading jobs on to unsuspecting eager beavers like Tim, his best friend, who talks so much that he doesn't notice he is doing all the work. Brian is quite able to sit back and enjoy himself when he gets the chance.

In spite of being always on the periphery of the class, letting others take decisions and initiate action within the classroom, in the playground and in PE and games lessons, in spite of his

physical handicap, Brian becomes a leader. His advice is sought and his wishes are often deferred to. He is very popular and has lots of friends besides his "best" one, who is an ideal foil for him, being lively, full of ideas and enthusiasms but too slight a character to be a leader.

The things that Brian does well, he does well by any standards. A country child, raised on a farm, he knows a great deal about farm machinery, he has accurate and detailed information about what is grown on his father's farm, and can be articulate in explaining it to a layman. He is, among his mates, recognized as an authority on farms. Farms are what interest him. "Work" does not, although success in overcoming some of the problems described earlier has gone some way towards convincing him that work too has its importance. "I even like writing stories now," he confided to me the other day.

In a country area, being sent to a special school can be a greater blow than in towns, where communities are in any case less neat and closely knit. Schools are one of the institutions that keep villages alive. Close the village school and you set the scene for the gradual takeover of a village by the weekenders, the rich, the retired and elderly. People with children will go elsewhere.

Extrinsic to a village child from his school and send him to a special school, you are removing him from the main advantages of being a country child, advantages that to him, of all people, are valuable: the intimacy and close involvement of school with home and community. The benefit of smaller classes, promised by special schools, the village school has, and the village school, of being known, not just in school, but by most members of the community, is

something a special school can't offer. Brian's school has never had more than five or six children at one time, and it is felt that the school cope with this small percentage. In years before the present head, a special school was more common, but was not that there were more children with severe troubles than now, but that no real assessment of their educational difficulties and they were left much to their own devices. In just the way that opponents of integration, using the glaring differences between achievements and those of most children, a year or so before they transfer to secondary school, a transfer to special school would be a handicap or special, though he has no illusions about his difficulties, he has a definite place in a school would not be the same without him. The test of this primary school was to offer special education to a child like Brian will come when he is old enough for secondary school. It seems likely, though it is by no means a foregone conclusion in Britain, that there are lasting educational difficulties, how will these be catered for in a comprehensive school?

A school that is really comprehensive — one that caters for a wider population is often more comprehensive than a town school that draws not only children from affluent and lower-middle-class but also suburban children and who live in new housing areas — is able to manage the Brian of the world.

Patience Tuckwell teaches in a learning process.

Alison Gingell suggests teachers need more training in order to become effective sex educators.

Confusing messages

Education in personal relationships and sexual matters for pupils is a matter which stirs deep emotions.

Within Parliament, MPs have spoken of their concern that traditional Christian values of chastity and fidelity are ignored in present-day sex education, and feel that the provision of information encourages premature sexual activity. Some teachers believe such matters should be covered in the curriculum. Others, in the belief that this information will not be provided elsewhere (such as in the home), have developed courses in their schools. But this is only being possible where they have the backing of senior staff who feel the work to be important.

A number of groups, often those associated with strong religious convictions, believe that sex education should instil into young people a sense of moral values; to teach them a sense of what is "right and wrong". But there is no consensus of what is "right and wrong". Morality means different things to different people.

For instance, a father who tells his daughter about the lecherous nature of some men, and warns her to avoid them, may leer at girls in the street, avidly devour page three of *The Sun*, and bury himself in *Miss World* contests and the like. What is his daughter to think? Are all men to be avoided? Is she to be suspicious even of her own father? Is he no different from the rest?

While some schools have avoided sex education altogether, a number have dropped it in the laps of the biology or the religious knowledge teachers, in the hope that their training has given them some miraculous protection against the burns of this hot potato. Too many schools have decided to present just "the facts" to their pupils,

thereby hoping to avoid controversy, but putting human sexuality on a par with the reproduction of rabbits.

Although some people feel that sex education should be the responsibility of parents, young people learn more about sex from their peers than from anyone else. A national survey three years ago of how 16 to 19-year-olds learnt about sex and birth control found that 39 per cent of the teenagers learned about sexual intercourse and reproduction from their friends, while 60 per cent expressed dissatisfaction with the way in which they had learned about sex. Ideal parents should be the prime source of help and information; but too many are too embarrassed and unsure of themselves to be able to do more than issue generalised warnings to their children.

Unfortunately, seemingly adult uncomplicated people, faced with quite elementary sex questions, can react in unexpected ways and reveal confusion, ignorance, inhibition and fear. Parents are worried about and reluctant to accept the sexual activity of their teenage children, and they pretend it doesn't exist then it will not.

There can be little doubt that sexual activity amongst young teenagers is common. The same survey found that a third of all teenagers had experienced intercourse at least once by the age of 16. These figures refer to a sample survey in 1974/75; and it is the opinion of many people working with teenagers that they are becoming sexually active at increasingly early ages. Certainly the rates for pregnancy in girls under 16 increased by 32 per cent between 1971-75. They have since decreased by 3 per cent, but this may reflect more effective use of contraception.

Some schools invite outside speakers to deal with the whole area of sexuality in one or two classes, as teachers feel unable to deal with the issue themselves, and believe outsiders have more expertise in this field. Yet this can be disconcerting for the pupils if the only discussion they have about sexual matters is with a person they have never seen before and will not see again. This isolates sex education from other learning within the school.

The advantages, however, of using outside speakers may in some circumstances outweigh the disadvantages. In a survey in one midland school the pupils preferred an outside speaker because they found it less inhibiting, and were able to say things they would not have said to the teachers. However, the relationship is unavoidably transient, and the teenagers may be left with no source of help once the visitor's sessions have ended. Outside speakers should work closely with teachers to ensure continuity for the pupils. The main issue seems to be the quality of the personnel used, and their training. If a school can establish a course using sympathetic staff, who are flexible enough to try and understand the confusing world of teenagers' sexuality, then this can provide greater continuity and security for their pupils. However, all teachers involved in this way would be more effective if they had undertaken some training course to help prepare them for this work.

One would need to be an incurable optimist to believe that all teachers have the necessary relaxed and comfortable attitude towards human sexuality to be able to gain their pupils' confidence. It is a source of resentment or amusement for teenagers that obviously unsuitable teachers are sometimes asked to participate in such courses. Where staff are not willing to undertake this work, or are not suitable, it may be preferable to utilise the skills of an outside expert, whilst accepting the limitations imposed by this compromise.

One major area of conflict is that of loyalty and confidentiality. Whereas an outsider can usually guarantee absolute confidentiality in dealing with pupils' questions and problems, it is more difficult for teachers. In spite of the fact that they would like to offer the same confidentiality, it is sometimes impossible, as the interests of the pupil and the school may conflict.

If a pupil confides to a teacher that she is pregnant, the teacher may feel bound to pass this information to the school or health authorities. This would seek the pupil's permission to do so. This conflict between responsibility to parents and school authorities and confidentiality to

teenagers deters some staff from being involved in the provision of sex education.

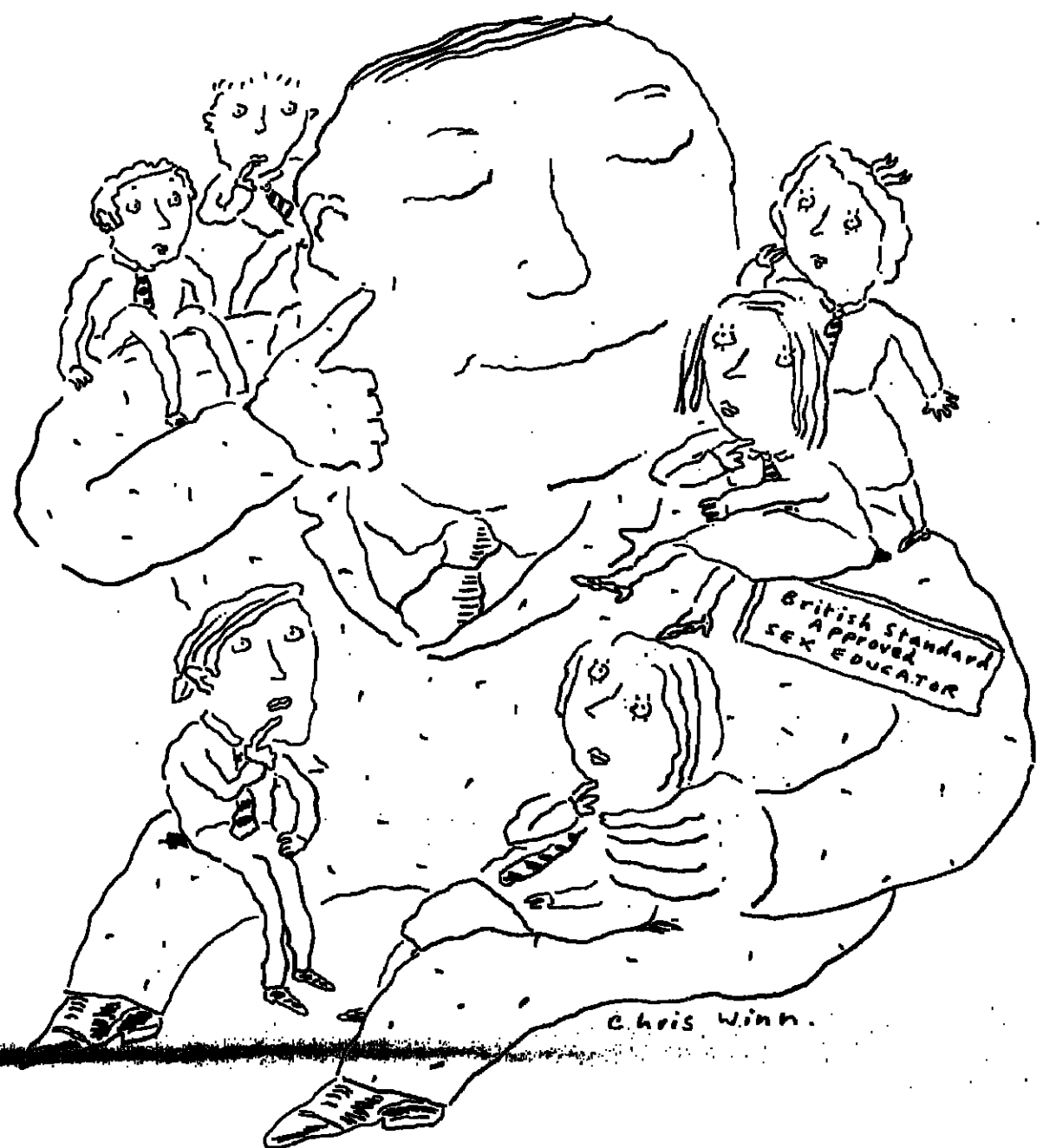
Another major difficulty for teachers can be communication. Teenagers are alienated if clinical and biological terms are used to discuss subjects that primarily involve their feelings. On the other hand teachers feel it inappropriate to use the language of their teenage pupils.

It can be threatening to be involved in a subject which exposes attitudes and feelings in the way that sex education does. It would be very difficult indeed to be a sex educator without projecting one's own attitudes to human sexuality, and teachers may not wish their pupils to see them so exposed. We cannot help but participate in our sexuality even if all we do is reject it. This basic link between human beings may be too uncomfortable to deal with in school; such difficulties have meant that courses have really been about human biology, not human feelings.

Adult confusion and insecurity has led to teenagers being denied the information and support they need in many areas; perhaps nowhere is this more apparent than in the area of sexuality and birth control. It would be beneficial to all young people if schools could re-examine or examine for the first time their policy on sex education. More attention must be paid to the needs of staff who run the courses. They should have the opportunity for specialist training, and be offered support within the school should they run into difficulties. If this happened more staff would be willing to participate.

Unfortunately, there is no national scheme for the provision of training. Courses should be provided to offer teachers the opportunity to examine their own attitudes and feelings concerning adolescents and sexuality. They should be able to discuss the needs and responsibilities of all parties involved (the young people, parents and school), and therefore decide for themselves how to approach the task of providing good sex education courses.

Alison Gingell is senior sex education trainer, British Pregnancy Advisory Service, Solihull, West Midlands.



Mutual benefits

Richard Freyman

The relationship of teachers to educational psychologists is not always as good as one could wish it to be. Uncertainty felt by educational psychologists about their professional role is a contributory factor which has created mistrust and misunderstanding about psychologists' work among teachers.

One cause of the uncertainty is the strong emphasis given to individual problems. Concentrating on their psychological problems tended to lose sight of other important areas within the general psychology of both learning and teaching which affects education as a whole. Educational psychologists' interests

in individual cases received added impetus through the work in child guidance clinics, which had fallen under the strong influence of psychoanalytically orientated psychiatrists. Non-Freudian educational psychologists did not always find it easy to convey the more extreme views of their psychiatric colleagues to teachers.

They tried to solve the ensuing conflicts by assigning to themselves a double role, combining the role of the educationalist with that of the therapist. Although very few psychologists had been adequately trained in psychotherapy, the strong influence of Freudian psychology on contemporary thinking made it easy for them to sell their double role to educational administrators and to teachers.

The latter, who in their training were increasingly taught a pseudo-Freudian psychology, now welcomed educational psychologists as experts

able to advise them on the handling of deviant pupils. They found that the help received did not always come up to expectation, partly because claims made by psychologists frequently lacked existing scientific verification, partly because social rather than psychological factors were often found to be a primary cause of children's problems.

When educational psychologists began to set up services of their own, some child guidance practices were continued. Without wishing to underestimate benefits derived by educational psychologists from their work in child guidance teams, they missed an opportunity, on becoming independent, for stressing the essential difference between them and the psychiatrists: a distinction which had become blurred through the investigation of psychoanalysis.

Rather than continuing to play the double role, educational psychologists should have made it abundantly clear that their roots lay in normal psychology. Teachers should have been more consistently acquainted with psychological findings in essential areas of learning such as attention, perception, memory, thinking, etc. Into this category also falls motivation, to which generally educational psychologists have paid scant attention.

Their recent interest in behaviour modification again highlights their preoccupation with individual problems. It is no secret that successful learning depends on pupils being maximally motivated. The role of motivation is determined by a number of physical, psychological and environmental factors. Good teachers have intuitively always understood the need to adjust their teaching to their pupils' individual

needs. Educational psychologists can build on this. They can help

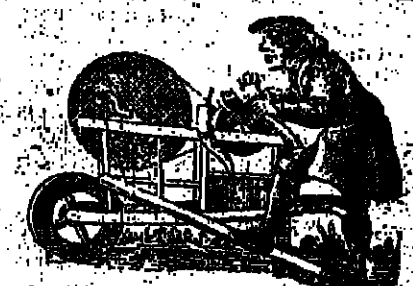
all are scrutinized. No administrative or pedagogical stone remains unturned. The burden of classroom observation falls upon inspector and inspected alike. "Here, miss, who's the occupant of the back seat? One of the same moment HMI is told he's in someone's seat. Politely, he tells the "place to its rightful occupant."

Another pupil, differentially professed, is rickety and much-indebted. Not wishing to offend, HMI accepts and lowers himself gingerly. He new suit that morning. "A triumph, about 10 miles, I ain't got no chair now," from the achieved, and HMI adds, together with his tally of school's capabilities of the classroom kind.

But the pupils have their own means of evaluation and accountability. Another inspector, trapped in the corridor by fifth year pupils, was pressed for an opinion about what revision is of course. Legions of the cry of the entire community.

Normality has returned.

Richard Freyman is an educational psychologist.



Axe-grinder

Rough cuts

Strange things have been floating down at Culture and Anarchy Camp. For some weeks it has been the scene of a variety of feverish activities.

Fresh paint has appeared here and there with troughs of plants in the entrance foyer. The display of pottery and metalwork is at last changed. Classrooms, laboratories, workshops, sports halls, cubby-holes and stock-rooms are turned out.

The schoolkeeper reports that the dustbin gang has baulked at the

vast heap of tatty textbooks, obsolete scientific equipment, discarded programmed learning kits and abandoned half-finished basket and raffia work. Full inspection is imminent, and the dustbin gang is evaluation.

The duplicator (in the English "marking-room"), grubby from years of frantic production of smudged worksheets on traffic flow, "domestic estate," and stories about pregnant posers. A stream of "documents" flows from the cleaned rollers. Statements about academic policy, "position papers," working party minutes, Language across the Curriculum material, INSET and staff development programmes.

Teachers have become pedantic about apostrophes; rickety over-spelling, and quite furious if the cabbie and flow of the coffee puddle on the table approaches this hallowed new material. The pupils too have noticed new and urgent pressures to produce homework (and its assiduous and prompt correction).

The team of HMI's duly arrives (each bearing one of those standard-issue old-fashioned black brief cases with a little gold clasp

stamped on the flap). But they do not have it all their own way. The chief entrance prize is ushered in at the gate: "allo, mate, you lot from the government? My mum says you oughter ground."

Falling like I have done to find the right way in (see TES, January 16), he ends up in the school-keeper's smoky cubby-hole. A disreputable headmaster extricates him, didn't tell/request the school-master to take those photos off his wall.

The inspectors quickly turn the Dance Studio into a sort of parliamentary sub-committee room, and the whole school becomes a kind of document. Data is fed in for an entire week — aims, objectives, curriculum, implementation, evaluation.

They work from 8.20am to 3pm, prompt each day. For all their would deny that they are dedicated and thorough. They are least that the processes of education seriously

This month the Government launched its microcomputer scheme.

Jack cross reports on work being done in one of the front-running local authorities;

Virginia Makins looks at how some primary pioneers and the children they teach get to grips with the new technology

Cutting out the donkey work

Jack Cross

A year ago the Department of Education announced the resurrection of its microelectronic development programme, a successor to that conceived under the Callaghan government and aborted because of the general election of 1979. It made its first moves quickly; before the director, Richard Fothergill, had taken up his post most of the £1 million allocated for the first year had already been dispensed. Predictably, grants were made to those applicants—education authorities, colleges, schools and individuals—who could demonstrate that they were operating well-tryed schemes. One of the duties of MEAC, its advisory committee, is to vet such programmes, identify pockets of excellence in the country, probe for hidden strengths and weaknesses and, perhaps, expose unearned reputations and exaggerated claims.

It is not always easy. The 18 members are almost totally dependent on the grapevine, an unofficial network of enthusiasts to which most of them belong. One of them, John Call, wrote recently, "It is proving difficult to make sensible suggestions about projects with so little information from the department."

The "rank-order" of computer-conscious authorities is well known: London, Hertfordshire and Birmingham are the acknowledged front-runners; the last named has received about a quarter of the total sum in grants for approved projects. The Birmingham Education Computing Centre, formed in 1974, is the brain-child of David Tinsley, one of the city's general inspectors of schools. It forms the core of a centralized system in which 90 per cent of all the comprehensive schools are connected to mainframe computers. By the end of this year they will be using the powerful IBM 30/33 system which is being installed in the offices of the City Treasurer.

The BECC staff of 12 develops software, invents new equipment, and prepares curriculum material, but its first priority is teacher-training. "If you put a terminal or micro into a school without it, it becomes a teachers' toy," to be discarded after they have mastered a few elementary games.

The centre is the co-ordinating body for all educational computing courses, whether in its own Camp Hill headquarters or universities, polytechnics and colleges in the area. A feature of its organisation which will now come under national scrutiny is the deployment of 12 teacher-computer experts, who spend much of their time in schools, initiating courses and supporting their colleagues, and the rest at the centre where they pursue their special interests and assist in the training programmes.

Sixty schools own their own micro-computers (DES funding is not to be used for the purchase of machines) and Brian Samways, the centre's direc-

tor, sees that these are capable of acting as "intelligent terminals" which can make use of programmes stored in the central system. About half the 21 current projects involve the use of the micro, in administration (timetabling, record-keeping, library organization) and in some areas of the curriculum. Word processors have been installed in five inner-city inter-racial schools, to instruct commerce pupils in this aspect of modern office practice.

The head teacher of one of the Birmingham special schools has adapted a standard model to act as a Possum (no-hands) device; a member of BECC staff is developing a desk-top touch-pad which will be a breakthrough in the education of handicapped as well as normal children. Another team is looking into the possibilities of using the computer to assist in the education of children who, for reasons of illness, have to stay at home or in hospital.

How successful is the Birmingham system? Certainly it possesses a powerful infrastructure, capable of locking the classroom microcomputer into any potential national system and giving access to Prestel and Teletext. Comparatively speaking, a high percentage of pupils have been given the chance of handling the devices—more than five thousand last year. On the other hand, most are limited to Computer Studies as a subject for CSE, O or A Level.

"Computer-assisted learning packages are available", David Tinsley says, "but few of them have been taken up so far." Many contemporary practitioners would say that this is a pity: what is needed is not so much teaching about computers as learning with them. Other critics believe that the whole process of using teachers' working parties to produce material is long-winded, not very productive, and results in over-heavy documentation. The products of the Schools Council "Computers in the Curriculum" project have been faulted on much the same grounds.

There is, however, on the other side of the city, another computing centre which provides quite a different model for study and evaluation. King Edward VI Five Ways School has always had a tangential relationship with BECC and has, indeed, made major contributions to at least three of its projects. But the presumptions, precepts and practices of Tony Clements, its teacher in charge of computing, differ a great deal from the official city line.

Working as he does in a smallish grant-aided selective school he has, undoubtedly, much more scope to develop his own ideas in a much more open way. The results are impressive and Clements, who is a member of MEAC, believes his methods have national relevance.

Computer-assisted learning has been going on in Five Ways School since 1972, though Tony Clements' comment, "When you've only got one terminal it doesn't amount to much", is worth noting. Now they have a six-terminal link with Aston University the computer has become a familiar learning tool, used throughout the curriculum by all the pupils.

There are no courses in computer appreciation—usually a lot of theoretical waffle; the kids appreciate the computer all right, it's the teachers who need to be converted. "Nobody takes Computer Studies either (there is no parental pressure, as there is in the comprehensives, for pupils to be offered the chance to obtain extra, or solitary, qualifications).

Before, during and after school, the computer room is busy. Small boys test each other's knowledge of French or Latin irregular verbs, science students slip out of the labs to check the results of an experiment, a sixth former prepares a programme on, say, population growth for the geography teacher. Computer and computer chess

The in-school support service is managed by six teachers, of whom Alan Taylor, in charge of staff, is a key figure. Five programming assistants—ex-pupils engaged on short-term contracts before going on to university—work with especially talented fifth and sixth formers to produce software routines which can be handled by "naive users". In fact, most of the organization is carried out by the boys themselves.

If Tony Clements says he feels a bit guilty about depending on all this free servicing, the boys into this Great God Computer stuff, all I want to do is to use the thing. It's much more constructive use of my spare time than playing football or watching telly," said one. The general opinion seems to be that computer-assisted learning is more interesting, cuts out a lot of repetitious, better examination results in the standard subjects. An interesting by-product of the project is that, by getting intimately involved in the learning/teaching process and realising they are influencing the form,

During the past two years, the biggest job has been to translate mainframe programmes for use with Pet, Apple and 3802 micros (the school uses six of these machines, four of them on loan). They have also been creating original 'CAI' packages for their own and other schools. The pupils put a lot of time in and work very fast: most of the programmes have been designed at least two routines this year. These are continually being up-dated and modified.

This year the Micro Support Group has gone public, in partnership with a department of the Cranfield College of Technology in Bedfordshire. They advertise that they can offer i.e.a.s. tested educational software, learning packages together to meet specific needs, and in-service courses for teachers anywhere in the UK, Europe or North America.

David Tinsley has created a coherent, cost-effective support centre which should slot easily into the pattern of regional development visualized by the DES. He knows public funds can only get down to the grass roots by way of institutional channels to recognizably authoritative individuals: one quarter of Birmingham's allocation from the new programme is being used to provide courses for teachers from the surrounding, smaller, West Midlands authorities, in the expectation that they will, in their turn, become the focal points for computer education in their own areas.

Tony Clements, working within a more intimate and favourable environment, has successfully drawn upon the innate ability of the younger generation to come to terms with the most modern information technology, with the minimum of direct tutorial intervention.

It is out of the experience of these two men, and that of others like them, that a national policy is, albeit belatedly, beginning to emerge.

Getting brains buzzing

Virginia Makins

I'M SORRY AMANDA YOU GOT A FAILING GRADE. TRY AGAIN AT A LOWER SKILL LEVEL. KEEP TRYING. REMEMBER SUCCESS MEANS PRACTICE.

Most primary teachers would consider that message, delivered in green letters on a video screen, a remarkably bad way of spurring eight-year-old Amanda to do her sums. Indeed, it broke almost every rule in the primary book, down to the capital letters.

Amanda wasn't bothered. Surrounded by two or three fascinated onlookers—"What you playing?" "That's a good game"—she tapped the key for another round.

The first thing to say about the use of micro-computers in primary schools—at least this year, micros having not yet joined televisions and tape recorders as home furnishings—is that children and teachers alike are fascinated. The most common and dreaded maths or language practice, and there's something about the machine, or the instant feedback, or the comfortable (and misguiding) feeling that no teacher is assessing and sticking to the task.

One great discovery made by the Grimby team (and everyone else I talked to who has used micros in primary schools) is that the more you use them for individual children, the more you waste if you use them for individual groups. Even the most basic number or language games seem to generate concentrated discussion between a group of three or four children, can sit right behind them, and even if discussing what they're doing with their hands they don't pay the slightest attention. They and their conversation are glued to the task on screen.

The machines seem to make them more intelligent than their teachers. "They seem sharper on the computer," says a deputy head. Remedial teachers have been astonished at children's attention span and level of achievement on the computer.

The children put it more simply. "It gets more interesting than a Grimsby game," says Ray Haydon said: "We have constantly underestimated the capabilities of children, because we followed teachers' advice."

Not many primaries have machines which are capable of the Grimsby Apple, with its very limited scope for graphics and animation. Even so, the magic remains when it comes to motivating children.

But there is a serious lack of good programmes for the most popular machines. Some teachers who have taught the computer bug have spent nights and weekends writing their own. Don Walton, deputy head of Houghton near Huntingdon, is one. The school now has a second Commodore PET, bought mainly with money raised by the sale of his programme.

Houghton has had a computer for two years. "There's a lot of children's enthusiasm," says the head, Keith Litch. The school has a thriving computer club, where eleven- to twelve-year-olds work on their own programme.

schools to start on, and gradually add to it. And this month the primary pioneers at a national conference and local association to develop the use of the micro in primary schools.

Grimby is one place where teachers have been exploring how micros may fit into their primary practice. The Grimby Microcomputer Project grew out of a national investigation, advised, a head and two deputies—arrived at a notion of using micros when they looked at local toys like Speak and Spell.

In the nick of time, before the cuts, they gave them a fairly powerful machine (an Apple), and lately they have acquired the basic tools like the Talking Page, and educational toys like Speak and Spell.

Some programs, as they are the first to make electronic worksheets—word games, tests, sums. Others are more interesting, they make children think logically, they make hypotheses, and analyse information in order to make decisions.

"Teachers like the ones for basic skills, like kids like the ones that make them think," says Ray Haydon, the primary adviser. Certainly the children seemed to enjoy sorting words through various "gates" on an animated page, or making decisions about where to buy Saxon Settlement on a map.

One problem with many programs is that children have to select answers from a limited range of pre-set possibilities. The computer will not give a divergent answer with something other than "like (at best), "do not have that word in it." In some Grimsby programs, if a child produces unusual answers, they are asked to explain. The computer then thanks them for their effort. At the end of a run, the teacher looks up different children's responses, and whether they were appropriate.

The team have also experimented with micros for class teaching. There is a set of programs of the battle of Balinacra, designed to get children projecting themselves into the minds of people who were there.

The first programs present information in colour and sound and animated graphics to allow space for discussion and response, and free the teacher to concentrate on children's reactions. But one program does something else: a computer could do. It presents a two-dimensional picture of the battle area from a viewpoint, so children can be shown what the Russian or the Russians could actually see at any point.

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One 11-year-old has become so expert, he now goes to the local Tech to work with more powerful machines.

Don Walton has aimed to produce a range of primary bread-and-butter programs across the infant and junior range: "It was no good doing anything too exotic—the machine would have stayed in my room," he said. Many of his programs are games to help infants with matching, to help teach place value, to make children use maps, and so on.

The machines are now in constant use in classrooms (and—as in every school with a machine—every possible moment before and after school and during playtimes). Don Walton started with programs for infants, reckoning that if he could show five and six-year-olds confidently using the machine (as they do), he would be most likely to overcome the doubts of their teachers. The children weren't in the least bothered by typewriter keyboards and capital letters—but these things still worry visiting teachers and advisers.

Down the road from Houghton, at St Helen's School, Bluntnisham, Barry Holmes, the head teacher, has taken a different tack. Like the Grimby team, he came to the conclusion that for primary work, you need a machine with colour and good graphics.

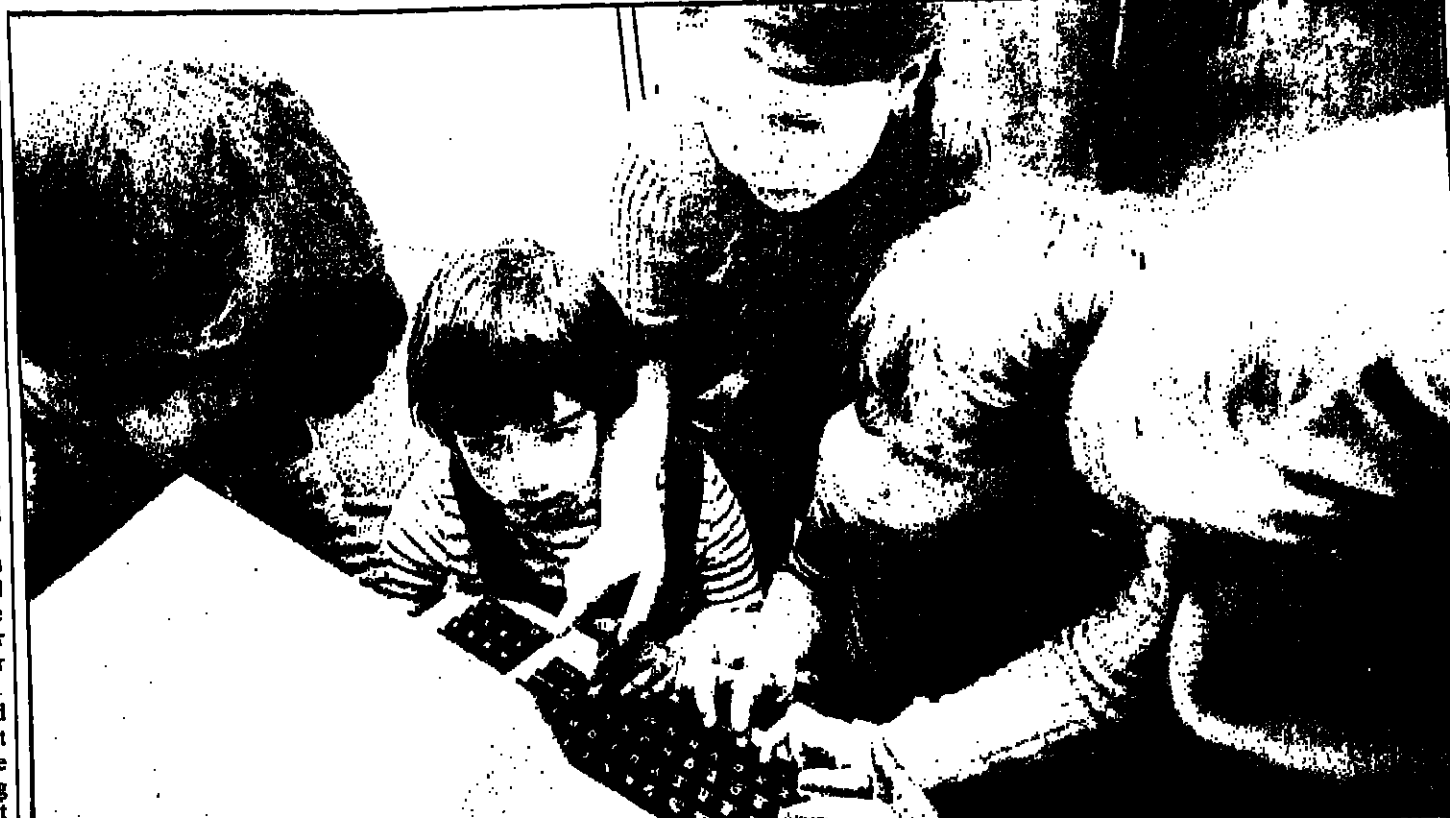
Two years ago he bought a 48K Apple, and now has an enviable setup, with a printer to list programs and record children's work, a large lower-case type face for infants, and a fast loading floppy disc. (Most primaries use the cheaper, but much slower system of storing and loading programs with cassettes and tape recorders. This means children can spend minutes staring at a screen that says SEARCHING, or LOADING.)

With all this hardware to hand, he has written only one and seven-eighths programs in two years. He says: "When I first looked at the programs available for primaries, I got an awful shock. We were using micros as glorified teaching machines. We've got to look at why and how the machines fit into our theories of learning. If they're just used for behaviourist training in basic skills, they're very worried. We've got to justify computers by their doing things teachers can't do so well, if at all."

He has written a number of programs for infants, which are essentially computerized flashcards and matching exercises. Behind all the classroom objectives, there is an important, not-very-hidden curriculum. Every-one working with micros in primaries believes that children should be introduced as young as possible to a tool that will pervade their lives.

Running the simplest programs, children learn not only how to handle the machines, but that what comes out depends on what someone puts in. Cheltenham Park Junior School, Basingstoke, had their two PETs for only a few weeks when I went there. As the children worked, you could see them learning about computers.

One boy, asked his name, decided to type in



Even the most basic number or language programs generate concentrated discussion between a group of children

Half of the time the children are not working at the computer, but on maps, planning their next moves. The game reinforces several mathematical ideas—co-ordinates, vectors, degrees. But the first aim is to get children thinking. "We are fairly convinced that it does carry over into other work," said a teacher. "Children become more discriminating and conscious of consequences."

Barry Holmes' unfinished program is a game of "Hunt the Thimble for Infants," designed to help them learn to co-operate with each other, and perhaps develop a logical approach to solving problems. It is a game of hide-and-seek, but the children are not hiding themselves, they are hiding the thimble. The children are given a map of the school grounds, and they have to find the thimble. The children are given a list of clues, and they have to use their reasoning skills to find the thimble.

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One boy, asked his name, decided to type in

"Noddy". He was delighted when the program ran on: "Well done, Noddy." "Let's try again, Noddy." Another pair hit a "bug" in a program: the machine refused to accept a perfectly correct answer to a sum, and kept tracking them back down the loop designed to sort them out when they went wrong. Gradually it dawned on them that they were right and the program was wrong.

At Houghton, Don Walton always makes the computer "tell lies" in front of children. At Bluntnisham, some pirates hit on a computer fraud: they eavesdropped the Spaniards' entry code to the machine, and found out their position. The children are given a map of the school grounds, and they have to find the thimble. The children are given a list of clues, and they have to use their reasoning skills to find the thimble.

It's easy to see further possible developments for micros in primaries. As more powerful machines peripherals—like disc drives and printers—get cheaper, it will be possible to use them for a data-base for social and environmental studies (as happens in secondary schools). So children will both have access to more information, and get practice in dealing with it and making decisions based on it.

Micros may help in curriculum areas where many primary teachers feel least confident—such as science and technology. ITMA, the micro development group at the College of St Mark and

St John, Plymouth, have developed primary programs in maths and science. Computers can direct children to active investigations and then give them instant responses when they feed in their results. At Upwood school, they use micros to help teach simple electronics.

There is enormous scope for the development of games and simulations. Many teachers believe that some of the commercial games, such as Star Trek or Lunar Landing, have educational value—but that they are too sophisticated for all but the brightest juniors to play intelligently.

Rapid development work is essential if children are not to be turned right off micros by too many electronic workcards. One urgent need is for professional programmers to be put at the disposal of interested teachers. Grimby has already shown the way; they have a scheme where teachers design the run of the programs, down to exactly what will appear on the screen, and professionals then encode them. Every school with a micro will still need a teacher with basic computer literacy, able to list programs and change the data to suit local conditions. Teachers will have to know enough to be able to direct the professionals. But they should not have to spend nights and weekends programming.

As machines get both cheaper and more sophisticated, there seems no doubt that applications in primary schools will increase enormously. Areas like art and music have not yet been touched. Tele-software will develop, giving schools access to central stores of programs.

People are working on newer, more powerful computer languages that may allow all children—not just the ones with the speed and logical abilities needed to program in BASIC—to control what happens on the screen, and make it possible for children to design their own investigations into maths, art and language. So there are good reasons for a primary staff who have not yet taken the micro plunge to wait. New, "third generation" machines are about to appear; national networks for software development are being formed.

Properly used, micros need a lot of thought—about the primary curriculum, and how the new technology fits in. One way and another, micros are expensive on both running and time at this early stage. Schools may have more urgent priorities.

But—and it's a big but—there is no doubt that it's pretty exciting, in there on the ground floor of this powerful technology. Programs are available. If you go out and look for them. And jumping in now means that this generation of children will have a great deal of fun and excitement, grow up comfortable with computers, and be well prepared for their specialized applications in secondary schools.

There is, of course, a chance that, in five years' time, computers will be gathering dust in primary cupboards, like the pile of old Bingley Tutors left over from the days of "programmed learning" that I found in one middle school resource centre. But looking at the work so far—work which everyone admits has hardly begun to scratch the surface of the possibilities—it seems very unlikely.

Next week: TES Extra on Computers in Education



We've got to justify computers by their doing things teachers can't do so well, if at all

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books Bad old days again

Tom Corfe on history textbooks

Story of Britain. By Philip Sauvain. A four-book series. Macmillan Education 95p each. The story of Britain from the Iron Age, and 3. Ancient Britain, Roman Britain and the Dark Ages. By Gordon Pemberton. Blackie £1.95 and £2.75.

Remember the bad old days, when history for kids was stories about people like King Alfred and Guy Rakestraw and Florence Nightingale? Or perhaps about the archetypal Old Stone Age Boy and his descendants Nog, Bog and Ig? Remember those crudely imaginative drawings adorning the school books?

Well, here they are again, much as ever. We've run out of gimmicks and theories and bolted back to the tried and trusted. The school history of 50 years ago is alive and kicking. Unfortunately, some standards seemed to have slipped a bit.

In one respect at least Philip Sauvain and Macmillan deserve heartfelt congratulations. This must be the cheapest textbook series on the market; four substantial 48-page books with colourful illustrations throughout, covering the whole gamut from Earliest Englishman in his cosy cave to Elizabeth II in her Coronation coach; simple comprehension exercises and even indexes thrown in. Primary teachers should take up the little cash they have left, invest in this kind of thing, then sit back and let the children enjoy the good old yarns.

But if this was worth doing, it was worth doing a lot more carefully. Philip Sauvain's selection is completely predictable: well-known favourites and re-told with little attempt to raise historical issues or develop historical skills. Once upon a time these tales were designed to point up the simple virtues we all believed in, goodness, courage, progressiveness, patriotism. Now they seem oddly purposeless and apologetic, and the manner of their telling does not help. Each story gets off to a painstakingly dramatic start; but then, all too often, it collapses into rapid vagueness, factual uncertainty, limply oversimplified language. "The Romans" we are told "conquered the rest of England fairly easily. Later, the Emperor Hadrian built strong forts and a long thick wall in the north. This was to keep out the

Picts, a tribe of fierce warriors who lived in Scotland." The standard is better in the later books, but we learn that "Elizabeth was pale and had red hair and lovely eyes... became queen because there had been so much suffering in Mary's reign." Some of Claudius's soldiers, we are assured, charged into battle, astride camels and elephants; and this unwise sprawling sketch of a comfortably aloft as the Camel Corps and Elephant Brigade charge home. So that was what bent the true-blue Britons!

In fact the illustrations and their captions in the first two books are the direct aspect of the series. Pictures must bring history to life, put flesh on its bones, by-pass the subtleties of prose and speech, offer information that cannot be conveyed in language, stimulate deductive and creative activity. They are vital to any junior schoolbook because children must learn to use their eyes to interpret evidence; and that means the evidence must not be faked, and must be presented with at least as much care and thought as the text. Here the pictures are expendable trappings, and the captions are so rubbishy that I cannot believe the author ever actually saw them. "Life in Saxon Times", we are offered, alongside an assortment of knights in action dating from the thirteenth century or later. In almost every drawing of Book 2 the costume is at least a century out, one way or the other; and some of the visual howlers would put 1066 and All That to shame.

Gordon Pemberton's two books of a six-part series suffer similarly from even more meaningless drawings. Every caveman wears neat furry drawers, every Viking sports come with ghastly corpses and sadistic, muscle-bound warriors in the worst comic-strip tradition. The text makes an earnest effort to put over a great deal of useful historical information, but the results are sometimes unfortunate.

Book 2 sweeps majestically through human history from "walking apes" to "modern people", with heavy emphasis on the steady development in size and weight of the human brain. Gordon Pemberton has done his best to explain man's

progress, but trying to cover so many causes problems. There are gaps: no cave art, religion or language, for example. There are odd statements: "After two or three thousand years of the Iron Age, larger groups of people like the Celts joined together to form new nations." There are some serious impressions: right at the end we find they must develop their own protection to themselves, they go on to the grassy plains, and broken bones to use "as a sign of war" and discover an important part of their life. It was a busy afternoon in Great Hall, the way back in 3,000,000 BC.

Where is junior history? Maybe we do need a more coherent chronological framework, good stories to stimulate interest to realize. We can build development, integrative and active activity, simulation, studies and so on upon the basis. But if that is to be the lion stone of primary schools for the eighties, then it must be a respectable publisher, to take the conscientious care with the text that we want to use as a teaching tool. My concern is that the specialist teacher will take up the cheap and colourful books and too heavily upon them. We must protect the non-specialist, lay rate, publishers and authors coming to demand and enforce minimum standards of accuracy, presentation, illustration and stimulus in the books from which our children learn.

Soft-core, hard-core

Two stories for the Junior Assembly

Edited by V. B. Frampton and J. C. Pedler. Blandford Press £2.95.

7137 1075 6.

A. Balm is Born. By Dorothy M. Meade. CIO Publishing £2.00. 7151 0399 1.

Faith in Action series.

In the Streets of Calcutta. By Audrey Constant.

Gandhi's Special Army. By Geoffrey Hanks.

Mission for a Pilot. By R. J. Owen.

Wharton Religious Education Press 60p each.

If you approach some religious education materials for primary schools in the wrong mood, there is a terrible danger that they will seem like potential Joyce Grenfell scripts.

Now children, if we read the Bible, it'll make us be nice to each other, won't it, children? Yes it will. Sic

Two stories for the Junior comes close to falling into this category. Indeed, my reaction to this soft-core morality was to wonder which teacher could stand up and read without giggling at such stories as the one about brave Penny whose courage was so great she dared to walk towards a cow, and Diane who stopped a coalman ("his face black with coal dust") from ill-treating his horse.

These two stories come under the heading "Rising to the Occasion". There are also animal stories ("Priscilla finds the swallowtail butterflies" and "Nature's ploughman: the worm"), stories about serving the community and stories of God's love and power. Many of the 70 stories are embarrassingly sentimental, many are simplistic and the style is bland in the extreme.

Just as pragmatic is A Balm is Born. Published by the Church of England's Religious Education Office (Church House, 10, Abchurch Lane, London EC4N 3DF), it contains eight stories of the "Faith in Action" series. That is to use the word "play" very loosely: there is a certain lack of plot, characterization, tension; but that apart, here are eight vehicles for getting the children up on stage at Christmas with a minimum of rehearsal. You can choose between having the Christmas story recited by a Roman centurion, a sort of miniature play or "All You Faithful Christians" which looks at Christmas customs round the world.

If you want something a little stronger, you could do a bit worse than turn to the Faith in Action series. This series of attractive booklets has just been extended to include stories of Mother Teresa, William Booth and the Salvation Army, Leonard Cheah and Nizkor, "The Killer Who Cried".

David Self

Community

Resourcing Communities: Exploring the Experience of Six Area Resource Centres. By Nick Bailey, Ray Lee and Marjorie Mayo. Published by the authors and available from them at the Polytechnic of Central London, £4.50 including postage.

Those who want other people to lend and defend for themselves, you write in a tortuous pseudo-way as to how this can be achieved. It is called elitism. At last we appreciate the jargon. But when it comes to the "Resourcing Communities" it is only after years of Labour party and union existence people in the class urban communities are finding impossible to lay hand on a duplicate and a meeting hall, secure information or obtain guidance in the running of a campaign or the editing of a newsletter.

The underlying argument of the report, which evaluates six resource centres is that, faced with indifference by the governing authorities and other institutions, people will have to organize themselves to be self and mutually supportive. The authors suggest that a network of resource centres offering printing, information, and advisory services to community groups is probably the most viable in its logic; but one hopes that a bureaucracy of community workers would not result.

Peter Dörner

Evidence of life

Bill Hicks on Audio Visual '81

Abundant evidence that there is still life in traditional education media such as film, tape and overhead projection — and that they can happily coexist with video for at least a few more years — was provided at Audio Visual '81, now the only major exhibition for Britain's professional a-v industry.

Inevitably reflecting the industry's increasing bias towards the wealthier commercial and industrial sectors, the exhibition still offers much of immediate practical interest for schools and colleges, achieving a fair balance of the exotic and expensive with the simple, cheap and effective. Video was equally represented, and mercifully the more tawdry aspects of the home video industry were absent.

All the mainstream educational hardware manufacturers had something new to show. Overhead projectors are clearly very much in fashion, both for commercial and industrial training purposes and in the maintained sector.

On Bell & Howell's stand the entirely new, European-made 1700 series of A4-size OHPs was shown. The three models — 1701, 1702, 1703, prices £165 to £295 — share a 285 x 285 mm platen, dual-setting 24V, 250W tungsten-halogen lamp, adjustable lamp-height facility to control the tendency for discoloration at image corners, and high-resolution optics. The two more expensive models offer superior optics and readily-aligned spare lamps.

Alongside its own models, Rank Aldis displayed the Astrolux range of OHPs from Germany, distinguished by their businesslike black Teflon-coated finish. Prices range from £135 for the 1700 series 24V, 250W lamp, single-element lens model, to £375.56 for a "De Luxe" version with three-element lens, twin lamps, anti-glare fresnel lens, scroll attachments and dust covers. A portable model with case costs £399, and there is a range of accessories for the non-portable models.

Both of 3M's new OHPs are fully-portable, lightweight models, squarely aimed at the "travelling executive" but eminently suitable for teachers lucky enough to obtain one. Model 6201 "Traveller", intended for use with small groups, weighs 23 lbs and fits into a medium-sized briefcase. It costs £370. Model 6202, at £399, is the same but includes a 317 mm three-element lens for larger presentations, and a somewhat classier carrying case.

3M was also showing a cunning new special-effects material for use with OHPs, called Colour Highlight Film, which when drawn on with special pens produces a dazzling yellow against the deep blue background. It is available in 8 1/2 x 11 in and A4 size, and there is a version for use with plain paper copiers, price £45 for a box of 100 sheets and three pens. 3M's newest infra-red OHP transparency maker, Model 4500, boasts an extra-wide mouth to take well as spirit masters, laminations,

labels and plain paper copies. This is prices at £368.

The Elite Optics range of six OHPs was on show. The most expensive is the A4 model 2000 at £160, with an A4 portable model at £145. What they might lack in refinements and finish, they more than make up for in performance at prices which are surely more in keeping with the low-cost essence of the OHP. The closest competitors at the exhibition were Elf's recently introduced Elf-Lara range of two 10 in x 10 in and two A4 size models, costing from £140 to £163.

For people with limited drawing and design skills who need to produce their own OHP transparencies, Swan-Stabilo's OHP Design Manual (£13.50) provides 60 loose-leaf sheets for accurate and consistent tracing of lettering, diagrams, perspective drawings, isometric projections, mathematical and other symbols, plus advice on use and an optional supplement of 30 cards on specific areas of the curriculum (biology, geography, geometry, etc).

Commercial a-v users have for many years been the best customers for multiple-projector tape-slide



Auxtec CEN60 programmer

equipment, which can provide immensely spectacular — and initially, economy — not offered by film or even video. Well represented at AV '81, this artform has now reached such a high state of sophistication — some might say sophistication — that only the larger multinational corporations can afford to hire the services of leading exponents.

An example of the "state of the art" on the hardware side was shown by Kadec Vision, who were demonstrating various computer-controlled, linked-projector systems. The Auxivcom system, for example, employs a Commodore PET micro-computer to control up to 20 separate slide projectors at once, over price, without the projectors, is £2,825.

More modest dual-projector presentations can add surprisingly to the impact of a slide-tape programme, introducing a quasi-cinematographic effect through the dissolve from one slide to the next. Gordon Audio Visual was showing a new, extremely simple way of achieving this in the American-made Fairchild Synchro-Slide Diabolo, which costs £335. It is a non-film, non-projector, non-lens, non-sound, non-anything but spirit masters, laminations,

single sound system, with a micro-electronic control unit giving variable dissolve rates of one to nine seconds. The whole unit fits into an average-sized suitcase.

Bell & Howell were showing a new RingMaster range of self-contained desk-top tape-slide units which can be used either on their own as small-group or individual teaching aids, or if a screen is available, can be turned round and used as normal audio sound-slide projectors. The machine is available either in playback-only form or with recording heads and controls for making and cueing your own programme (prices between £410 and £460).

Several companies were showing similar integrated sound/division projectors for 35 mm half-frame filmstrips, with Elf's latest SP3 model (around £300) being a particularly compact example.

Film libraries and frequent users of 16 mm film or 35 mm filmstrips could find CineCare's new "Cinebug" film perforation repair system worth considering. The product, which is available in 35 mm and 16 mm versions, repairs sprocket hole damage and cross-frame tears by laminating a mylar-based tape onto the edge of the film surface. As well as restoring old films, the process can be used to reinforce the first and last 15 feet of new prints to forestall breakdowns. Price about £80.

Other new 16 mm equipment included Bell & Howell's latest range of "budget price" auto-threading projectors, models 2595 and 2592 (£595 and £679 respectively). These replace the current 1582 and 1592 outputs, with the more expensive model having a separate loudspeaker in the detachable side cover. Top of the 16 mm projector range is the 1568 model for large-screen presentations, with 700 lumen light output, 25W lamp, and built-in 16 mm film.

The projector to be linked with other equipment for multi-media applications (price £1,590). Since other exhibitors specialise in video, there were relatively few new video products at AV '81, and the emphasis was towards adapting existing products for greater flexibility and portability. Gordon Audio Visual's Portavideo package (£995), combined a portable VHS video recorder, 5 in mini colour TV monitor with remote control, and internal rechargeable batteries, giving up to one and a half hours' playing time. It is housed in a playing plastic lockable case. The unit can be mains-operated and connected with separate TV monitors if required.

An apparently simple, low-cost answer to the problem of transferring 16 mm, Super 8 film and slides to video cassette was offered by Scope Audio Visual's optical Video Transfer device (£118). Films or slides are projected onto a small high-resolution screen, this image is passed through a prism and lens system and then into your video camera. An integral tilting drawer allows the addition of titles and artwork during transfer.

Scope was also showing the latest cassette tape machines and tape slide dissolving units made by Wal-lensack, as well as the "low-cost" AVL Cricket dissolve unit (£195).

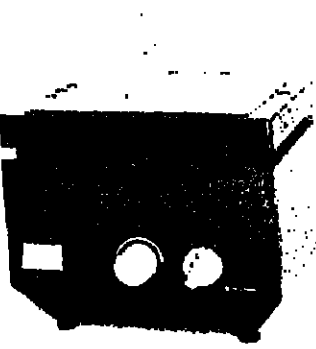
The proliferation of a-v hardware has been accompanied by the growth of specialist stand and furniture manufacturers. Among these is Unicoil, whose modular, tubular-steel based system has the advantage of great strength and adaptability. The latest addition to the system is a TV monitor sitting suspension unit (£82.75) which holds any size of monitor, and is particularly useful for lecture theatres and seminar rooms where floor space is limited.

Elf was showing the new Elf-Briefcase range of knock-down projector and TV stands, tables and work stations, steel-framed, with various finishes and castor wheels, prices ranging from £29 for an OHP stand to £140 for a walnut finish computer work station.

Among many novelties and oddities, one which stood out was a variable speed cassette tape machine, developed by the Variable



Bell and Howell's 1703 overhead projector



Speech Control Corporation AVM

America and distributed in the UK by AVM of Farnborough. Arising out of research into speeded-speech learning, this device enables normal human speech to be played back at speeds varying from 60 per cent to 250 per cent of normal speed, without the normal distortion of pitch.

On a pre-recorded promotional cassette, a stern American voice explained that VSC had already been used to great effect with language students in US universities, improving both retention and learning rates. Fitted to a basic mono recorder, it costs £185, and a superior version in its own carrying case costs about £400. Any normal cassette can be used.

One of the pieces of advanced technology shown by Rank Aldis was a 35 mm Slidemaker which uses a system of direct electrophotography to produce a black and white or two-colour 35 mm transparency from artwork in precisely 35 seconds. Special film for the machine is supplied in packs for making 20 slides. The Slidemaker is expected to cost about £1,700, with the price per slide working out at about 80p — a price which Rank is confident many will be prepared to pay for the immediacy and security of cassettes.

Finally, in an exhibition dedicated to high technology, it was refreshing to stumble across one piece of new a-v hardware which could hardly be simpler, a portable desk-top flip-chart holder called the Mini-Flip, made by Taurus Visual Aids, price £18. Apparently it is the only flip-chart of this size on the market, and Taurus reported brisk sales.



Taurus Visual Aids Mini-Flip

The study found children of low ability, who had difficulty with the written word, responded to the new media in a way that increased their learning in the school subject, and improved understanding and organization.

The study indicates that greater understanding was gained by pupils when translating their knowledge into media format. "Each pupil had to move through a range of activities," Ms Lorne said. "Negotiating and explaining during discussion at the planning stage; analyzing and investigating during research; modeling problems and decision-making during the story-board phase; and giving instructions and split-second timing during recording of the programmes."

The results showed that there were two distinct major changes in the behaviour of the pupils. The first involved the role of vision and the potential emotional response within the learning process. The second was the increased social support for learning within the classroom.

Teaching Materials covering a wide range of school subjects will be produced by the team over the next years.

resources Wendy Roy reports on the Educational Television Association Conference Media of importance

The Schools Council Skills Project was described as a "milestone" in the development of the use of audio-visual media by children in schools at the Educational Television Association conference in York last week.

"This project will be a good starting point for many teachers wishing to use audio-visual material with their children," said Mr Peter Turner, Chairman of ETA and School Inspector with responsibility for educational technology within Surrey County Council.

He added that an in-depth assessment of the potential impact of the project on teachers and children must wait for the publication of "Communication and Social Skills" at the end of April, which outlines the project's methods. The book is written jointly by Carol Lorne and Michael Weiss and covers the project's development from 1976 within 10 schools with children aged 11 to 19 and dealing with the translation of 19 school subjects into audio-visual materials.

"Whatever impact the project eventually has for teachers, it will have immediate prime importance for teachers of remedial children," said Mr Turner. "These children are being offered an alternative communication system to the traditional written word."

"Developing media communications gives remedial children a vital turning point in realising that they too can communicate," said Mr Turner.

The Skills project, according to Dr A.W. Bates of the Institute of Educational Technology, Open University, "is the most innovative use of audio-visual media for pupil communication that I know of." "Not only does it offer the slower learner a new means of communication, but in working with audio-visual material, the 'basic skills' of reading and writing appear to be increased," he said. "More able children are led to a more practical approach to work, and this kind of project enables children to develop social skills as well as communicating skills."

In presenting the project Ms Carol Lorne said "We have moved past the point of saying video is an audio-visual aid or entertainment medium. We are now recognising video as a medium for recording thoughts and feelings." In the project students were asked to organize their thoughts and express their knowledge of a school subject in the audio-visual terms. In this way pupils were led to investigate the uses and affects of media.

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Just in case

A basis for learning to think

John Bald on the Schools Council History Project 13-16

When the Schools Council History Project (13 to 16) was begun at the University of Leeds in 1972, its main aim was "to suggest suitable objectives for history teachers and to promote the use of appropriate materials and ideas for their realization". It has developed into one of the most far-reaching revisions of traditional practice to take place in any school subject.

Denis Shemilt's *History 13 to 16 Evaluation Study* (Holmes MacDougal, ISBN 07157 2017 1, £3.30) is an account of the course of the project to 1980. It makes interesting, challenging and inspiring reading.

The picture which emerges from the report is of success based on exceptionally clear thinking. The starting point of the project is the discipline of history and the need to make its requirements accessible to children in school. The whole course is organized with this in mind and, as Mr Shemilt puts it, "the philosophy is not negotiable". In other words, history must from the outset involve the child in thought, and indeed in a particular form of thought which is not to be found elsewhere in the curriculum. By insisting on this point, the team has embodied in their work the maxim of J.S. Bruner that school should provide "an entry into the life of the mind". Children need to think, and will learn more readily if thinking is taught.

All of the materials produced by the project are designed to provide the basis for learning to think historically. The result is that thinking is fostered and that children are able to handle such concepts as causation,

evidence and historical development in an O level course instead of having to wait until they get to University. Shemilt provides statistical evidence which shows clear advance in understanding in these specific areas in pupils using the project.

The results are in each case "uniform, significant and consistent" and present a clear challenge to teachers not using the project to show that their approach is more effective. There is a strong implication that we have in the past seriously underestimated children's ability to think.

Much of the thinking required by the project is of the "formal operational" variety. The project has shown that children can think in this way if the processes involved are made clear to them and introduced first in a "concrete operational" setting.

The early unit on "Tollund Man", for example, begins with the discovery of a body, and the first things we see are photographs of it, taken while it was still in the ground. There is a noose around the neck. What does that tell us? How long has he been there? Who was he? The pupils suggest possible answers based on the evidence of the photographs and on their experience. The first thoughts are normally that he is some sort of criminal.

New evidence is then introduced in the form of a scientific report on the body. This reveals that the man was buried roughly 2,000 years ago, that his wisdom teeth had grown and that, but for the noose around his neck, he had been in good health. None of this damages the criminal

hypothesis, but the report also reveals that he had nothing to eat in the previous 24 hours apart from a vegetable soup made from a variety of wild and cultivated seeds, all of which had an association with spring. The soup has clearly been made deliberately. Why?

The next step is to introduce evidence from Tacitus, dating from 97-98AD, on the customs of Northern German Tribes. He describes their practices of executing criminals and also their worship of Mother Earth, Goddess of Spring. An annual festival in her honour ends with the drowning of attendant slaves in a lake. Evidence is produced of two other men who have been killed and found in similar circumstances, each of whose stomachs contained the same type of vegetable soup. Is this significant? If so, how?

At each stage new evidence is introduced which changes the overall perspective without giving a final answer. This allows the teacher to show clearly the effect of each new piece of evidence on our understanding, and enables the class to base its discussion on the detail of the evidence before it at a particular moment.

This in itself is salutary, allowing no place to the casual expression of unfounded opinion. Talk here is part of the discipline as well as a contribution to learning. Close observation and reading are required to support material to the development of this work in secondary schools is recognized.

The project has had its problems, and Mr Shemilt recognizes that not

all of them have yet been solved. The examination course is very demanding indeed, and was certainly overloaded in the early stages. There have been helpful amendments to the examinations but the demands made on the pupils are still heavy, particularly in terms of reading. Pupils who cannot read fluently are likely to have real trouble with the examination course, and Mr Shemilt describes its imposition on disaffected pupils as "whipping them with scorpions".

I would personally have little confidence in taking up a scorpion for the stated purpose, but he makes his point. A teacher who is thinking of using the project needs to think very carefully about his pupils as well as his subject, and to decide whether the project is appropriate.

Mr Shemilt's report clearly implies, however, that this decision should not be taken on the basis of the findings on this point (pp69-70) are the most controversial and potentially the most valuable part of the report. They need to be considered in detail, but the basic conclusion is itself unexpected and challenging. Essentially, it is that the ability to form and understand historical concepts does not correlate with a pupil's socio-cultural background, but that the ability to express and use them does.

Evidence for this, says Mr Shemilt, comes particularly from the "unseen" paper II which shows a distinct and significant correlation between social class and achievement. This is interesting. If it is correct—and Mr Shemilt counsels "circumspection"—then it would appear that

educational problems of social variation are more closely related to language than to intelligence. The experience of school work required has led to a wide range of children, standards, and these are improved examination levels. The proportion completing the course obtaining a pass at CSE is small, while the pass rate has been consistently low. Last year, 74.7 per cent of candidates passed at C or above, while the recorded pass rate has been 55 to 60 per cent.

This compares favourably with the normal pass rate for comparable level of 55 to 60 per cent. The project clearly shows that the project are not taking the pupils' future. The project's success in making the future available to all is assured thanks to a grant from the Oxford, Cambridge and Universities examining board.

The project has shown that it is possible for secondary schools to take full account of the individual child's thinking and requirements of discipline and then to make a distinctive contribution. The success given to the demands of the project is a most helpful sign that as a whole is a credit to the Council and deserves the attention of the whole of the system. The team itself should be allowed to produce a magazine for a level.

John Bald is Tutor in Reading and Language at Ton, Essex.



Illustration 1: Two episodes at Smithfield during the Peasants' Revolt, 15 June 1381. From "Les Chroniques" of Jehan Froissart (c. 1338-1410).

Time in a frame

Can the historian learn anything by looking at the visual techniques of earlier times? By Robert Unwin

If, in the year 2081, a television recording of the one hundredth FA Cup Final was viewed, it would be possible to identify, even without a spoken commentary, what the television reporter of 1981 had regarded as the most significant moments of the game. Action replays, slow motion, freezing, split frames, and the use of varied camera angles to show the same sequence are reporting techniques commonly used to break the pattern of live coverage, providing points of emphasis or prompts for inquiry.

Today, such visual conventions, "signposts for looking" at the mass media programmes are largely taken for granted, although particular activities tend to attract certain techniques. Simulations to assist explanation of the intricacies of an international flash point might seem distinctly out of place in live coverage from Sadler Wells: action replays or slow motion are more likely in the reporting of a Cup Final than a Royal Wedding.

Given the techniques of modern reporting, which enable the viewer of the present — and presumably of the future too — to identify what the producer sees as the highlights of an event, it is possible, by the same token, for the historian to look at visual conventions used in the past and to identify the decisive moments? Generalisation is difficult, but it is likely that, of the visual material at the disposal of the historian, artistic conventions will be more readily located in contemporary reports of events than in older ones.

In many instances, the graphic techniques employed in today's newspapers have a long ancestry. For example, the use of graphic street plans to explain the course of a political demonstration can be traced back to at least the time of Peterloo. If a graphic convention used in 1819 is still in use today, can the historian learn anything by looking at the visual techniques employed in earlier times?

One visual convention — the depiction of several points of time in a single "frame" — was not uncommon in the medieval period. For example, a fifteenth-century miniature included three views of the Duke of Orleans in the Tower of London where, after defeat at Agincourt, he spent twenty-five years. Similarly, in a French miniature to depict the battle of Roncevaux, Roland is shown in the foreground locked in battle with a Saracen, and also appears in the background blowing his ivory horn. Seen merely as visual statements, representations using a "two-in-one" technique might be de-

missed as pictorial conundrums; observed as differences within visual patterns they prompt questioning. The Peasants' Revolt of 1381, for example, is recorded in the well-informed, probably eye-witness, account of the Anonymous Chronicle and in the near-contemporary chronicles of Jean Froissart, the latter providing the principal visual sources. Richard II's royal barge attempting to meet the rebels at Rotherhithe; John Ball at the head of the rebels; the murder in the Tower of the Archbishop of Canterbury and the king's treasurer all appear in Froissart.

It is clear from Edmund Fryde's *The Great Revolt of 1381* (Historical Association 1981) that the events at Smithfield on June 15 marked a critical point but that, by the end of the day, "a mortal threat to the country's capital and the government of England was over". In visual terms, the pattern is broken by the use of a "two-in-one" representation to show what were probably the most decisive moments in a turbulent year (Illustration 1). On the left, Richard II looks on at the fracas during which William Walworth the mayor (3) strikes and mortally wounds Wat Tyler (2); on the right, the boy king (1), at a later point of time, offers himself to the rebels (A) as their leader and captain.

The dating of the events of the Peasants' Revolt is uncertain, although it is likely that it was completed by 1080.

continued overleaf

King Edward in conversation with Harold, the departure of the latter for France, the "Channel crossing" and Harold's arrest by Count Guy are all shown in scenes that commence on the left — the earlier point of time — and proceed to the right. The first pattern-break in the left to right sequencing occurs with the arrival of William's messengers — from the right — to demand Harold's release.

Following a "rationale for looking", questions arise and explanations can be suggested. The designer is able to show William, the hero of the propaganda piece, in the best possible light. Why did the messengers seek to release Harold? A speculative answer — William was an honourable man who, in the best tradition of the *chansons de geste*, was acting out of friendship. Following Harold's release, the scenes revert to the left-right pattern and, having celebrated their friendship in military exploits, Harold is shown swearing loyalty to William before returning to England.

The second "break" is even more dramatic and comes about half-way through the tapestry. A right-left sequence is used to show Edward's funeral procession to Westminster which actually precedes the king's death, depicted as a "two-in-one" (Illustration 2). At the top Edward is shown sick and in conversation, while below, in the same

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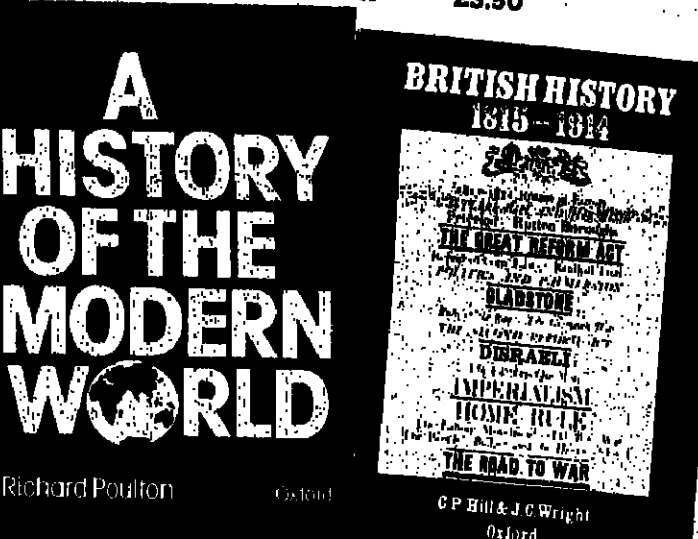
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Commonwealth Challenge

By Tom Hastie

As teachers, we have all had the experience of having pupils for whom we have confidently predicted doom, disaster or dissolution, but when we have met some of these same pupils a few years after their applauded departure from school, we have been astonished at what we found — presentable adults, neatly dressed, well-thought-out and sometimes more affluent than ourselves.

People do change, sometimes for the worse, sometimes for the better. May the same not be true of institutions? Would it be fair to condemn responsible adults like Bill Blaggs or Molly Martin because they were ruddy pests at school? Is it fair, therefore, to condemn outright the Commonwealth of Nations because of its imperialism?

In one sense, the past is over and done with. We cannot wipe the tape of history and arrange an action replay as we would like the past to have been. We have to accept the history of the British Empire as *fact accompli*. However, we are now in a position to study it closely to see what lessons we can learn from it; we can make these lessons

Such a study would include, for example, the role of the Commonwealth in the world. The Commonwealth is the largest multi-ethnic society in the world. It is a community of nations, the original members of which have abandoned the idea of a source of revenue and guaranteed profits and have preferred the Common Market. Here is a challenge for the Commonwealth to take up the cause of the genuine multi-ethnic, multi-cultural association of free peoples working for the common good. We have now reached a sufficient distance from the past to take a new cool look at it and to submit it to a reappraisal.

As a life-long Socialist, I am no apologist for imperialism and capitalism; indeed, I am confident that I probably know more about the nature and basis of British imperialism than any history teachers in the classroom today. I am not advocating a happy case brought to an end. The

whitewashing of the shady and disreputable features of the British Empire but a balanced approach which will centre where appropriate and will give credit where it is due.

Too many people these days have a sort of totalitarian view of life whereby things are judged as being either wholly good or wholly bad, but life is not like that. People aren't like that. People are not grey, however, a whiffy, waxy amalgam of good and evil; they are streaky with definite bands of good and evil in their make-up. That is what makes judgement so difficult when it comes to judging individuals, communities, historical events and institutions. The Empire and Commonwealth is no exception.

Believing as I do that education should be a preparation for life, I am convinced that a study of the development and growth of the British Empire, of Nations and of the Commonwealth making up the Commonwealth today, would provide an excellent introduction to the modern world, a world in which our pupils are shortly to become citizens.

Such a study would include, for example, the role of the Commonwealth in the world. The Commonwealth is the largest multi-ethnic society in the world. It is a community of nations, the original members of which have abandoned the idea of a source of revenue and guaranteed profits and have preferred the Common Market. Here is a challenge for the Commonwealth to take up the cause of the genuine multi-ethnic, multi-cultural association of free peoples working for the common good. We have now reached a sufficient distance from the past to take a new cool look at it and to submit it to a reappraisal.

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variety of cultures and religions tolerated by the Empire today. Reasons for clashes with them have been and how many of these cultures still survive not only in the Commonwealth at large but in the racial cities of Britain today.

Set out in that fashion, Commonwealth history may seem rather tedious and forbidding but in fact it is a fascinating story full of interest and excitement. To name but a few, Roger Williams, Puritan, founder of Rhode Island colony based on religious freedom of all races and religions; Strobilant, William Lyon Mackenzie, whose fight against vested interests led to the revolution of 1837 in Upper Canada; Lord Durham, the chief architect whose Report of 1840 is the foundation stone of the concept of the Commonwealth rather than Empire; Kingsley, fearless traveller in Africa and in whose memory the African Society was founded in 1904 "for enquiry into native law and custom and for the mutual enlightenment of the black and the white man"; George Grey, whose proposals for the federation of the various independent black and white communities in Africa in 1854 were rejected.

British government which was to be "involved", thereby becoming a legacy of death and misery which continues in South Africa to this day.

Grey was later recalled as Governor of New Zealand by the Maori; Ponsonby, who visited the American Indians for the first time in nearly a century, against the British; James Aggrey, pioneer of education in Ghana; the influence of Gandhi; and many others.

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Tom Hastie was formerly Head of the English Department at Ton, Essex.

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Illustration III: The death of Harold 14 October 1066. From the Bayeux Tapestry.

"Time in a frame" continued

"frame", the King is being laid out. Why was this moment so decisive? Without Edward's death there would presumably have been no Norman Conquest at that time, and indeed no Bayeux Tapestry. At this point, the designer is probably using some of the most powerful visual conventions known at the time. If a film analogy is used, this is the moment when the curtain comes down just before the interval.

The second "half" opens with Harold being offered, and accepting, the English crown, a scene that can be compared with the opening sequence of the tapestry. Having shown the betrayal, William can be depicted invading England in a "just" cause. The latter stages follow a left-right pattern, but a question mark hangs over the details of Harold's death? The first mention of Harold being pierced in the eye occurs 30 years after Hastings, but has often been discounted in favour of the demise of the English king by the sword.

Alternatively, it has been suggested that the clearly labelled figure whose helmet has been pierced, and the figure on the right - hacked down by a Norman knight - both represent Harold (Illustration 3), a "two-in-one" depicting different moments of time. It is worth pointing out that a "two-in-one"

was used to show the death of Edward, and that the technique of encapsulating different moments of time in a single frame was used to show decisive moments in some other medieval illustrations. There might also be advantages in emphasising - pictorially - the death of Harold from the slaughter of the other Anglo-Saxons shown in the tapestry.

The Bayeux Tapestry has been described as a sequence of propagandist images "cut" in a manner comparable to a film newsreel, with considerable scope for discussion of the "bias" or "neutrality" of the evidence, since extant Anglo-Saxon sources make little reference to Harold's alleged promise to William. Perhaps too, a comparison can be made with the genre of the swashbuckling film, in which Harold, a treacherous but nevertheless brave "swordsmen of the screen" fights stubbornly to the death. The *chanson*, the feudal *genre*, often had a set formula of loyalty and treachery. The Harold depicted in the tapestry is no coward, but is brought down by his own treachery.

Today, many pupils are already familiar with, although not educated in, the visual conventions of the mass media. That more attention should be given to the problems and possibilities of the visual forms used as evidence in

historical inquiry is also a matter of some urgency for the history teacher. Just as children need to be taught to read if the written word is not to remain an unsolved mystery, so visual sources - whether advertisement or artistic reconstruction, cartoon or comic photograph or portrait, tapestry or book illustration - can be approached with open-minded curiosity and a rationale for looking.

There are advantages too in "learning by doing", so that the discovery of the practice of visual forms can be a hand, facilitating interaction between historical scholarship and the creative spark. The analytical and critical perception of visual evidence should be accompanied by the reconstruction and reconstruction of the story in a variety of graphic, visual, photographic forms. At the same time, the function of words by themselves should not be underestimated. Although visual forms may seem essential for a comprehensive understanding of certain subjects, there are topics for which neither illustration nor appropriate.

Robert Unwin is Historical Assistant, Director of Illustrations and Learning Education, University of Leeds.

A new level of study

Ron Brooks discusses the role of Alternative Ordinary Level studies

While the N and F level proposals have been rejected, the problem which they sought to tackle, that of the broadening of the scope of study in the sixth form, is still very much with us. Discussion of the problem has been revived by the publication last October of *Examinations 16 to 18* by the Secretaries of State for Education and Science and for Wales.

The consultative paper suggests less radical proposals than N and F levels for widening sixth form studies and reducing specialisation, namely by improving A level examinations and by introducing a new level of examination - intermediate or I level. The latter is envisaged by the Government not as an alternative course of study for those who find A levels too demanding, but as a course of study in its own right taken alongside A levels with roughly half the time given to each A level subject devoted to each I level.

In practice, this could mean,

according to the consultative paper, that a sixth former taking two or three A levels could also take one or two I level courses. It would thus be following A level science subjects to follow arts subjects at I level or students following arts A level subjects to follow science I level subjects.

The purpose of this article is to consider the role which history could play at an intermediate level and, in particular, to consider the kinds of syllabus which could be developed from existing Alternative Ordinary (AO) History syllabuses which cater for much the same need as that envisaged for I level. As AO History was introduced in the mid 1970s partly, at least, to help broaden and enrich the studies of students following A level courses, it is an opportune moment to review its progress and general value.

Not all GCE examinations boards offer history at AO level and there is

no common pattern to be found among those which do. Some AO syllabuses in history differ very little from the general outline kind of syllabus offered at Ordinary level. Some GCE boards, however, have developed AO syllabuses which enable history to act as a link or complementary study with A level subjects. This has been achieved partly through the selection of broad themes of study, and partly through the emphasis given to the acquisition and understanding of the skills of the historian so that history becomes an active study of evidence and interpretation rather than the acquisition of a fixed body of knowledge.

I level history could well develop these two approaches, the first based approach coupled with a careful selection of linking themes or themes which are of direct relevance to the sixth form student. If not his studies. The linking theme could include a study of the

continued on page 33

History and the gifted child

Roy Hill describes the Nene College Project

The Gifted Child Unit of Nene College was set up to develop some solutions to the problems associated with gifted children. Recently, this work has concentrated on the teaching of history.

Problem one: how is the gifted "historical" child to be identified? Joanna Moxham, one of the lecturers involved in this work, said: "First of all, a child must be able to receive and understand varying types of information - and he must be able to act on it. He must be capable of learning how to extrapolate, then to hypothesize and then to go beyond the information given."

"He must also be capable of testing, for himself, whether these new ideas are useful. He should have the potential for developing a 'feeling' for the past. Possibly, one important aspect is that he will be capable of enjoying his work. We are anxious to avoid pretentious labelling and are more concerned to help teachers in their efforts to give children with special enthusiasm and skills the opportunities to develop these gifts."

This work, at the moment, is in the form of individualized learning packs which are designed for the Top Junior / Lower Secondary age range.

Problem two: what should an individual learning pack in history contain? Obviously, there can be no simple prescription but there are some general strategies which Nene College's Gifted Child Unit have evolved. These strategies have been formed after much field research, especially on the Schools Council Enrichment Project for Gifted Children in Primary Schools which the college has been involved in for some years.

Basically, the aims of a history learning pack are to provide material which will enable the more able child to work independently and give the opportunity of developing a variety of intellectual skills needed by anyone seriously interested in the study of history.

So Nene College produced a pack on the Middle Ages. It is constructed so that the child is able to use it by himself - although there is a considerable need for teacher involvement.

"A new level of study" continued which produced the literature, English or foreign, being studied at A level. They could act as a valuable bridge between arts and science subjects as they do at present in the AO syllabuses offered by some boards. The University of London AO level Historical Studies syllabus, for example, includes among its themes an examination of society and technology since the middle of the eighteenth century, which covers the history of technology and its social impact, and the importance of scientific development to the growth of popular culture this century.

The emphasis which many AO syllabuses in history give to the investigation of the historical process, those who may be future device I level syllabuses, if the Government, having considered responses to its discussion paper, approves the introduction of I level.

This emphasis provides a useful bridge between the two cultures. It also, however, provides a basis for an understanding of the contemporary world which ought to be an important aim in broadening and enriching any sixth form curriculum. The University of London AO Historical Studies syllabus provides a useful indication of the many kinds of themes which can be selected to this end, including comparative and case studies of race relations and minority problems in this century, the nature of revolution with examples including the Russian and Chinese revolutions and a study of agencies of world peace and international cooperation.

However, it is the approach to these themes which is all important. Even a potentially interesting and relevant theme may fail to enliven and enrich sixth form studies if

ment. One difficulty is that there are rarely any right answers in history and self-checking devices are difficult to construct. In any case, previous experience has shown that it is undesirable and impractical to exclude the teacher, particularly in history. It is in this area that the need for teachers to have access to specialist advice is apparent. It is not always possible for the general class teacher to become deeply involved in any particular subject and, sometimes, it is hoped, the individual child will go beyond the teacher's range.

It is, of course, quite impossible to design a pack for each individual, therefore, no assumption on the availability of extra material such as books, slides, documents, field visits, tapes and so on.

This information can be presented in many ways: written descriptions, slides, charts, documents, field visits, tapes and so on.

Nene College has been very fortunate in that it has gained the closest co-operation from local schools so that every process can be monitored before it is affirmed. The packs are particularly welcomed by small village schools which abound in the county.

By the nature of Northamptonshire's reorganization, it was possible to test the work in junior, middle and upper schools. Ideas from teachers were incorporated and criticisms were able to be met. Interested teachers from other areas are also currently involved in testing and evaluating the packs.

The college's Gifted Child Unit, which has made this comment on the contents of a pack: "We are looking to stimulate a study in depth. Teachers of general subjects, when faced with a gifted child, might be tempted to provide additional practice or parallel activities rather than structure and develop the child's thinking in depth. It is like a child who has mastered the principle of long division being given more and yet more examples to plough through."

The packs aim to promote study treated as an inert body of facts. The value to the general education of the sixth former of such skills as the presentation of argument and conclusion in a coherent and clear form, and the ability to detect bias and unstated assumption is fairly evident, but the investigation of such complex matters as historical interpretation can provide an equally challenging and demanding interest.

I level, if introduced, could thus adopt the approach to thematic history of several of the AO History syllabuses by encouraging study through source materials, placing emphasis upon such things as the variety of historical evidence, as well as its limitations, the problems of historical interpretation, the problems of relating cause and effect and the need for empathetic understanding.

There could be, of course, other kinds of I level course than that outlined in the Government's consultative paper. It is possible that such kinds will yet be considered when responses to the consultative paper have been collated and analysed.

In depth, in this case, in history, perhaps beyond the non-specialist's knowledge. The packages are designed so that the learner will require minimal help from the teacher, though considerable support will be necessary if the child is to produce high quality work. Open ended questions and activities are of paramount importance if the full learning potential is to be realized.

Problem three: what is the class's reaction to the gifted child receiving particular attention? Generally, it has been found that this is an adult preoccupation. Children recognize and accept worth for what it is. Of course, if the teacher introduced the pack with a sm'th-wonderful-for-bright-little-Johnny voice, then he will build in unwanted attitudes. Normally, this will not be so. However, there are many activities built in to the pack so that the whole class may be involved, this means that the whole class will benefit from specialist attention. It is also possible that groups will work on the packs.

Nene College has also attempted to lessen the impact of "gifted" meaning "different" by running a Saturday Club where gifted children of various kinds are brought together. This is not only good for the children but it also provides many opportunities for the close observation of children in many situations not normally associated with the classroom but which are linked to the process of education. For instance, the country archaeologist has demonstrated how pre-historic sites in Northamptonshire have been

The college is also fortunate in that its director, Dr Eric Ogilvie, is closely connected with work in this area having published a book on the subject - *Gifted Children in Primary School*. This led to the formation of the college's Gifted Child Unit and its work for the Schools Council.

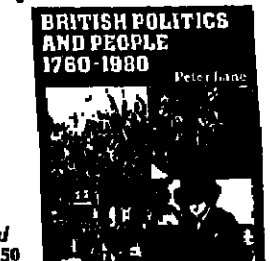
Finally, problem four: what of the future? Joanna Moxham is working on a learning pack concerned with invasions and settlements of our island up to 1066. Ideas will be welcomed!

Of course, if I levels do not materialize, it is to be hoped that the AO level history syllabus, such as that designed and examined by the University of London, will continue to flourish and prove its worth.

Dr Brooks is at the Department of Education, University College of North Wales, Bangor, and is Chief Examiner for Alternative Ordinary level Historical Studies with the University of London Entrance and School Examinations Council.

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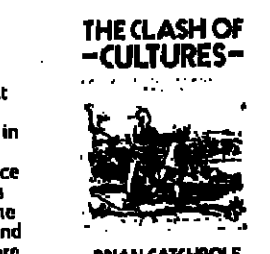
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extra Help for the teacher

The education services of the Historical Association. By Gordon Batho

Nearly every serious student of history in the English-speaking world is aware that it is the Historical Association which has published the journal *History* since 1911, which has kept alive the wholeness of historical study with its articles and reviews on all aspects of history for the academic and general reader alike, as well as a widely respected general series of short pamphlets by acknowledged experts on major historical themes such as the late Professor A. B. Cobban's classic *The Causes of the French Revolution*.

Most British people for whom history is a hobby or professional interest, or both, know of the Historical Association's nationally organized tours and study holidays at home and abroad, and of the many meetings, lectures, outings and social events arranged by its local branches from Aberdeen to Winchester, Belfast to Norwich. Yet few history teachers, even those who are members of this unique body which brings together all who share an interest in the past, are fully conscious of the many services which the Association offers to its members engaged in teaching the subject at all levels from infant schools to higher education.

It is fair to claim that the Historical Association has done as much as any agency to promote new developments in history teaching in this country in recent years. It has published since 1969 the only national journal aimed specifically at history teachers, *Teaching History*, as a forum for the discussion of innovation in the classroom as well as of the best current practice, not necessarily new. Later this year, a collection of articles from the journal on history teaching for infants and juniors will be available in book form.

Teaching History, a practical journal for practising teachers, has helped to make the "new history" a reality in many schools and colleges. The association's specialist series of "Teaching of History" pamphlets has included influential, indeed seminal, studies such as Jeannette Coltham and John Fines' *Educational Objectives for the Study of History*; recent titles range from *Computers in Secondary School History Teaching* and *Teaching the History of Technology to The Planning of School Courses of European Studies and History and the Slow-learning Child*.

The first pamphlet ever published by the association was Sir Charles Harding's *History Sources*, and it is particularly appropriate that in its seventy-fifth anniversary year the association has just produced Dr Marjorie Reeves' *Method in History Teaching*. In the past few years, the association has been producing for its members a series of information and discussion leaflets on history teaching. The latest is a bibliographical survey by Peter Harris, *British Social and Economic History Books for CSE and O Level and for Common*.

shortly is a discussion on *The Teaching of History in Multi-Cultural Society*. Previous subjects in this informal series have included *The History Teacher and the Problems of Written Language and Designing a History Syllabus for Slow Learning Children*.

At a more specialist level, the association has a range of publications. The series "Appreciations in History", provides students and teachers, especially at sixth form and undergraduate levels, with illustrated, succinct surveys of modern research on particular topics; recent titles are Dr Eric Ives' *Fact in Tudor England and Angus McInnes' The English Town, 1660-1760*. Another, "Helps for Students", affords bibliographies and short but authoritative statements on how to undertake the study of certain historical records such as *Title Deeds* and *Material for Theses in Local Record Offices and Libraries*. The *Annual Bulletin of Historical Literature* is a much appreciated critical collection of work published in a particular year and recently steps have been taken to make this available within twelve months of the end of the year in question.

Last year, the association published a large two-colour chart and handbook *Careers for History Graduates* which bring together a mass of essential information for students.

Since their foundation in 1937 by the late Professor R. F. Trehearne, the association's Revision Course and Vacation Schools have provided an annual opportunity for teachers and others to spend eight days in the summer refreshing their knowledge of specialist aspects of history by participation in daily seminars led by experts, by reading in a university library, and by visits to places of relevant historical interest. One of the seminars is devoted to the consideration of new approaches to teaching.

In 1981, the Vacation School is based on the University of Essex from July 28 to August 5, and the subjects of the dozen seminars include "The European Enlightenment - Science, Medicine and Culture", "Imperialism and War, 1914-1918", and "History Teaching and Historical Understanding". In 1982, the school will be in Durham and there will be seminars on, among other subjects, "The Hundred Years' War", "The British Empire from American to Indian Independence", and "France 1870-1943". The schools are recognized by local education authorities for grant purposes and the association offers a small number of bursaries to cover part of the cost, always kept to a minimal level, for some categories of members.

The Vacation School is only the most extensive of a host of conferences organized by the association nationally and locally. Quite apart from the association's own annual conference, held in a different part of the country

every year, which always includes a number of special lectures by leading historians, the association arranges a number of special events for teacher and student members.

The education committee, which has representatives of every aspect of history teaching, formal and informal, holds an annual one-day conference at the association's headquarters in Kensington. In 1981, for instance, the subject was "The Role of History in Compulsory School: into the 1980s" and important contributions were made by Mrs Ann Low-Beer of Bristol on "History for five to eight-year-olds", Mr F. A. Thompson of Liverpool on "History 8 to 13", Mrs Sue Millar of Strawberry Hill on "History 13 to 16" and Mr John Slater, HMI on "The Role of History in Compulsory Schooling"; the report has just been published.

From time to time, the association arranges special conferences for local education advisers; a recent example was on "History for the 7 to 13 Age Range" at Aston Clinton. The association maintains close contact with such bodies as the Society of Archivists, the Schools Council and the National Trust. For instance, it cooperated with the Schools Council history committee in mounting a conference at Stoke Rochford in November 1979 on "The Future of History for the 16 to 19 Age Group" and next July it is planning with the National Trust a conference, aimed at advisory teachers in particular, at Lackham on "Fieldwork in History".

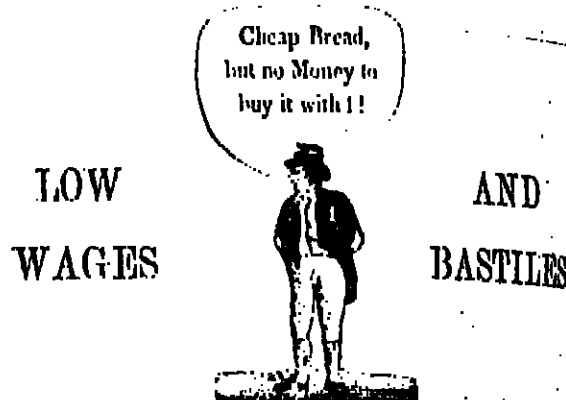
A conference organized by the NATFHE History Section, on which the association is heavily represented, on "The Problem of Assessment in the Teaching of History" is to be held at Strawberry Hill in July. Each autumn, the association promotes a special sixth form lecture and each January a Christmas holiday lecture for younger schoolchildren; both events take place in London but are nowadays frequently repeated elsewhere, such as the 1981 Christmas Lecture, held at the Museum of London, was on "Pilgrims to the Middle Ages" and took full advantage of the museum's facilities; Professor Donald Reid is to deliver the 1981 Sixth Form Lecture on "England 1901-1914: A Crisis Age of Golden Age?" in October.

In the last two years, the council of the association has been appointing area education advisers up and down the country, usually practising teachers, to strengthen the association's contacts with local authorities and with teachers' groups and to promote services for teachers regionally. It is hoped to supplement this scheme shortly by the appointment of local history advisers in each region, to further the association's contacts with local history societies and to encourage local history activities more actively, especially for schools.

As a result, the programme of activities promoted by the association is expanding rapidly. Many refresher courses for teachers and lectures for schoolchildren and institutions of higher education. A special information sheet is currently in preparation giving details of the educational events planned throughout the United Kingdom and will be available from headquarters in the summer.

Recently, the television and film sub-committee prepared a questionnaire on the use of television and film in history teaching and this was circulated with the help of the area education advisers; as a result, a major report on these important aspects of history teaching has been prepared and is being considered by the association. At the same time, the association's director of illustrations, Dr Robert Unwin, of Leeds, has produced an exciting scheme for the production of slide sets using graphic material which would draw evidence from such visual material as film, signs, postage stamps and postcards, these sets, from the author of a forthcoming association

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From the Historical Association's Teaching of History series. 48 "The Social Method in History Teaching" just published.

pamphlet on *The Visual Dimension in History Teaching*, will supplement the association sets already in existence, produced for the association by Educational Productions of East Ardsley.

The Historical Association has long acted as a pressure group in representing the interests of history teachers in national debates on educational issues and is represented on a large number of relevant consultative bodies and educational organisations such as examining boards, committees, the Council for National Academic Awards, the Schools Council. It services the Council of Subject Teaching Associations, it maintains close contact with HMI and the media, it submits evidence to governmental enquiries and international bodies.

The need for such special pleading is, unfortunately, only too often underlined by the scant reference in curriculum debate to the importance of the historical dimension in general education as some recent statements demonstrate, but it is the association which often acts as the spokesman for the subject.

Teachers of history themselves are variously qualified and many teachers in primary and middle schools who are called upon to deal with historical aspects of the curriculum lack formal training in the subject. The association has just announced the institution of an award-bearing in-service advanced certificate in history education to be validated by the association (taught in a number of institutions of higher education across the country). It is expected that the scheme, similar to that already mounted by the Mathematical Association, will be launched in 1982.

All history teachers find it difficult to know just what published materials are available to them and to their students, and in the present economic climate have an especial need of guidance in

the most advantageous use of such resources. The association maintains its headquarters in London (the national collection of current printed materials for use in history teaching in schools and colleges) and the Educational Publications Council on the needs of schools and teachers.

In addition, the association's collection of out-dated history texts from 1868 onwards is held in the Teaching Resources Centre of the School of Education at Durham University. In itself constitutes an important research facility for those who wish to study the development of the history syllabus in this country. Durham School of Education also has a collection of archival teaching materials formed with the help of the association and it is hoped to produce a history of these shortly.

The Historical Association is a very much more than a pressure group or an agency for prestigious journals and pamphlets. It is a voluntary organisation open to membership by any way interested in history, but which is able to draw upon the experience given freely in every sense of the word by those who are specialists in virtually every aspect of historical study and teaching. It is ready to serve the needs of teachers of history in the 1980s more vigorously and comprehensively than it has done in the past. It is a 1906 when specialist teaching was in infancy and it is hoped that history teachers will recognize just how valuable membership of the association can be to them.

"The Education Secretary" Sir Rosalind Wetherill, 59A, Rosalind Park Road, London, SE11 5JL, 01-735 3901; or 2974) will supply details of membership and details of the association's services.

Children's York

By Bryan Waites

Each year, more than two million tourists visit York, most of them in the busy, jostling summer months. A large proportion of these visitors are children either with parents or on a school trip.

Frequently, there is a great concentration around the usual historic buildings such as the Minster, the Castle Museum, Clifford's Tower and the National Railway Museum. So much that the School Visits Advisory Service needs to recommend winter visits, going to the lesser known buildings and moving around in small groups with a pupil-teacher ratio of 1:10. They advise preliminary planning through the Tourist Information Centre, Exhibition Square and contact in advance with the curators and education officers of the museums, historic buildings and the Minster.

The York and District Education Centre, College of Ripon and York St John, Lord Mayor's Walk is particularly helpful since worksheets and other educational aids can be seen and purchased. Although the Centre cannot send material outside the region a resource list is available and teachers are welcome to call.

The Central Library, Museum Street, has a splendid Local Room for teachers who can visit to prepare in advance and there are some very useful publications such as the York District Sports Council *Sports Directory*, which gives details about leisure activities, and the *Access Guide for the Disabled*, researched and produced by the pupils of Fulford Comprehensive School, York, under the direction of their teacher, Mrs C. Kellert.

This latter is a very useful guide to details about access to historic buildings by wheelchair. In a congested city centre with busy traffic and rushing crowds as well as oddly shaped medieval buildings it will never be easy for the handicapped. However, this guide will advise you what is possible.

In relation to this kind of busy congestion it is worthwhile taking the advice of the police, given in a letter available from the tourist office: let each member of your party have a document in their possession showing name of school, places to be visited and time due; name of coach company and coach party used, time of departure. At all times children should be supervised. To combat traffic problems split up the party where possible.

A career in history

By Peter J. Beck

The present state of Britain, particularly the problems arising from increased unemployment and public expenditure cuts, has sparked off debates throughout all sectors of society.

At present, the only debate of political bias frequently clouds an objective analysis of problems, which need to be examined from an educational point of view. In such an environment teachers and, even more so, school pupils and college students, are buffeted by pressures whose conflicting nature renders it difficult to see a clear path forward.

For example, there is the need to reconcile evidence of rising unemployment which reports that the graduate job market has fared relatively well during the economic recession.

In these circumstances, uncertainty and a decline in morale are inevitable characteristics of the present-day educational system for both teachers and the taught, while it is becoming more common to question the point of doing such-and-such a subject at either GCE A or degree level. There is, of course, nothing new or unhealthy about the need to justify the value of any subject, and in my own teaching area, history, one tends to become

The *York Guide and Miniguide* (76p inc. postage) is very good and can be obtained from the tourist office. They have many cheap publications covering all aspects of York's history and will send a list to you. Items like Minster Walks, Castle Museum Walks and the York Story are directly useful for teachers. Many free publications are also excellent as a basis for activities. Examples are *Places of Interest*, *Educational Resources for Visitors*, *Index Street Plan*, *Information Sheet* (tours, brass rubbing, river trips, etc.), *Roman York*, *Victorian York*, *Weekly Events* and a *Reading List*.

A new publication, available in May from local shops, *Tourist Information Centre* and museums is *Children's York* which embodies much of the information children need to know whether with parents or teachers. It tells the story of York's growth, then looks at how to find the Romans and Vikings in the city today; views to do; how to do a wall walk; trips along the river—crisis on the Ouse; a church quiz; dig this or archaeology in action; streets and shop windows—a shopping trail; famous buildings; sweets in York; ghost hunting, railway mania; joining in; be a sport eating out and a day out from York.

Although this is a guide to York's history it is, in fact, much more since it looks at the unusual as well as the usual and it includes details about recreational pleasures as well as school based activities. It is valuable for the resident as well as the visitor.

Have you heard about the church that was sold for 5p? Why not start your visit here. It is now Saint Martin's, 14, St. Martin's Lane.

The delightfully converted interior is designed to excite and inform children and gives the best possible basis for later visits elsewhere in the city. Visit the Yorkshire Museum, often wrongly neglected, to find out more about the Romans and St Mary's Abbey, once the greatest monastery in the North, but look also at the botanic garden and the Old Observatory.

If you are in time visit York's biggest hole in the ground down Copergate to look for the Vikings. You will find the York Archaeological Trust, 47 Aldwark, have publications to help you, replicas of what a school officer to help in your preparations, even coming to your school to talk.

Why not use the picture recon-

struction of York in the fifteenth century by Ridsdale Tate at Clifford's Tower to contrast the scene then and now? You can buy it cheaply at the Tower Ticket Office and it will give a new slant for your visit to York's "leaning tower of Pisa".

A wall walk is essential but keep to the safe and most beautiful part round the Minster. Why not, at the same time, visit the Treasurer's House, St. William's College and the Minster Library all in Dean's Park. You will be quiet here, Guy Fawkes' baptismal entry and York's famous blind astronomer, John Goodricke, are only two of the secrets you can discover.

Cruises on the river can be organized in advance through several firms such as Hull's Boatyard, Lendal Bridge, but you can also walk along much of the river bank too and get a cross-section of the city. Why not make a river traverse with the aid of a pocket memo tape recorder to bring out conservation problems?

If you are tired of walking you can see the city by cycle. York Cycle Works & Cycle Hire, 16 St. Lawrence Street will let you have a three speed for £2 per day and a ten speed for £2.50.

Try a few off-beat historic buildings such as the Art Gallery, Exhibition Square; King's Manor, once the home of the Abbot of St. Mary's, Merchant Adventurers' Hall, Merchant Taylors' Hall, Theatre Royal (backstage visits can be arranged) and the University of York.

Unfortunately, visits to York's famous sweet factories have had to be curtailed due to unprecedented demand.

Looking into the past, the city's history ranges from Roman Emperors, to Erik Bloodaxe, King Harold, Richard III, Alcuin, St. William, Miles Coverdale, St. Margaret of York, Guy Fawkes, Dick Turpin, Neville Shute, and George Hudson the Railway King.

For parties staying longer than a day a dash to the sea is possible, only 40 miles away. Two of Britain's largest national parks are close by and there are castles, cathedrals, stately homes and battlefields like Marston Moor and Stamford Bridge nearby.

So, on your next trip to the "city of our dreams" look for the unknown, unvisited, unexplored heritage which is certainly as rewarding and far more peaceful than tourists' York.

Barroclough's recent book, *Mahy reads in History* (published New York 1979), and in these pages on April 11, 1980 when Robert Unwin feared that complacency and inertia would prove the historians' worst enemy.

Historians must adopt a positive approach to the vocational qualities of their subject, while also performing an active role in careers guidance so that their students are fully informed of the job opportunities opened up by an exam qualification in history, particularly in the light of the general tendency to dismiss the subject as non-vocational. For instance, on July 31, 1980 the BBC Radio programme *Today's Papers* highlighted the inadequacies of the vocational system. The end result has been that we produce far too many historians and not enough engineers, with considerable loss and harm to industry and the economy.

The fact that press and radio coverage of such a point, whatever its inaccuracy, with its implications for history make a negative contribution to national needs, serves not only to harm the subject's popular image but also to exert a damaging political effect, as a result of which the government is pressing for expenditure cuts in education.

continued overleaf

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Completed application forms and letters of application should be submitted direct to the Head Teachers at the addresses shown above.

All the posts are for the Autumn Term, 1981. Application forms are obtainable from the Head Teachers at the addresses shown above. Applications by letter should include details of education, training, qualifications and experience, together with names and addresses of two referees.
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(Scale 1)
HUMANITIES
(Scale 1)
BOYS' P.E.
(Scale 1)
Plus community schools allowance.

LEIGH C.E. HIGH SCHOOL
Alley, Thelwell, Manchester M26 7JG
(11-16 mixed comprehensive)
MATHEMATICS
(Scale 1)
PHYSICS
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(Scale 1)
BOYS' P.E.
(Scale 1)
Plus community schools allowance.

HAMPSHIRE

THE SAVILL SCHOOL
The Savill School, Farnham, Hampshire GU14 7JG
(11-18 mixed comprehensive)
Required for September 1981. Scale 1. Teacher of French from Year 9 to 'O' level. The school will also support a person who can teach throughout the school and provide a programme of extra-curricular activities to offer a second subject will be helpful.
Letters of application and the names of two referees should be sent to the Headmaster as soon as possible. (05375) 053-50

CAMBRIDGE SHIRE
NORTHERN AREA
NEALSON SCHOOL
(CO-educational 13-18)
Barnard Castle, March, Cambs. CB23 9JY
Tel: 0435 5430
Group 9: Roll 480 (180 in 6th)
Required for September 1981. Teacher of English and French to 'O' level. Scale 1.
Applications from new entrants to the vacancy are invited.
Letters of application, enclosing curriculum vitae, names and addresses of two referees direct to the Headmaster at the above address by 8th May, 1981. (0435) 053-50

DYED
LANDFORD COLLEGE
FRENCH/HISTORY
Completed applications invited for a French/History post at this H.M.C. school. The school is a day school for boys and girls, 11-18. Scale 1. Further details from the Warden (Mrs. J. Jones), Landford College, DYED, (02431) 053-50

ENFIELD
LONDON BOROUGH OF
BALFORD
Balford Lane, Balford, Wigan W.V. 7JG
(11-18 Six forms entry mixed comprehensive)
Required for September 1981. Teacher of French (Scale 1) to 10. Willingness to assist with other duties. The curriculum would be welcome.
Applications to Head, naming two referees. (05610) 053-50

CRACE SCHOOL
Churchill Lane, Balford, Wigan W.V. 7JG
(11-18 mixed comprehensive)
Required for September 1981. Teacher of French (Scale 1) to 10. Willingness to assist with other duties. The curriculum would be welcome.
Applications to Head, naming two referees. (05610) 053-50

WIGAN WHISTANLEY COLLEGE
Whistansley Road, Orrell, Wigan W.V. 7JG
(11-16 mixed)
MATHEMATICS
(Scale 1)
ASHTON IN MAKERFIELD ST EDMUND AROMS SMITH RC HIGH SCHOOL
Rochdale Avenue, off Whistansley Road, Ashton in Makerfield, Lancashire W.V. 11JG
(11-16 mixed comprehensive)
SECOND MASTERS/TEACHERS
(Group 1)
Must be practising Catholic.
(11-16 mixed comprehensive)
PHYSICS
(Scale 1)
STANDISH HIGH SCHOOL
Kanyon Road, Standish, Wigan W.V. 7JG
(11-16 mixed comprehensive)
MATHEMATICS
(Scale 1)
PHYSICS
(Scale 1)
DEPARTMENTAL MUSIC
(Scale 1)
Plus community schools allowance.

ORRELL ABRAMHAM QUEST HIGH SCHOOL
Orrell Road, Orrell, Wigan W.V. 7JG
(11-16 mixed comprehensive)
MATHEMATICS
(Scale 1)
WIGAN DENAMERY C.E. HIGH SCHOOL
Front Lane, Wigan W.V. 7JG
(11-16 mixed comprehensive)
PHYSICS
(Scale 1)
DEPARTMENTAL MUSIC
(Scale 1)
Plus community schools allowance.

HINDLEY PARK HIGH SCHOOL
Wigan W.V. 2JY
(11-16 mixed comprehensive)
HEAD OF GERMAN
(Scale 1)
HEAD OF MATHEMATICS
(Scale 1)
ENGLISH
(Scale 1)
HUMANITIES
(Scale 1)
BOYS' P.E.
(Scale 1)
Plus community schools allowance.

LEIGH C.E. HIGH SCHOOL
Alley, Thelwell, Manchester M26 7JG
(11-16 mixed comprehensive)
MATHEMATICS
(Scale 1)
PHYSICS
(Scale 1)
HUMANITIES
(Scale 1)
BOYS' P.E.
(Scale 1)
Plus community schools allowance.

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BOYS' P.E.
(Scale 1)
Plus community schools allowance.

THE TIMES EDUCATIONAL SUPPLEMENT

NOTTINGHAMSHIRE
EDUCATION COMMITTEE
Nottingham, Notts NG1 1JG
Required for September 1981. Scale 1. Teacher of French from Year 9 to 'O' level. The school will also support a person who can teach throughout the school and

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, application forms and details (a.s.e., photocopy), from the Heads at the Schools.

FURTHER EDUCATION

Bridgewater College, Bridgewater

- For September 1981:—
(i) LECTURER in COMPUTING/DATA PROCESSING
(ii) LECTURER in ENGLISH AND COMMUNICATION
(iii) LECTURER in NNEB
For further details see under F.E. section.

Strode College, Street (Tertiary College)

- (i) ELECTRICAL/ELECTRONIC ENGINEER
Required as soon as possible, a graduate engineer, preferably with professional and/or teaching qualification to teach electrical/electronic and related subjects in the TEC Diploma in Technology (Engineering) course formerly ONV.
Lecturer Grade 1 Scale £5034-£5858 p.a. (starting salary depends on qualifications and experience) or for suitably qualified and experienced applicant Lecturer Grade 2 Scale £3482-£4041 p.a.
(2) TUTOR in MATHEMATICS AND SCIENCE Lecturer Grade 1
This is a new post from 1st September, 1981.
Applicants should be graduates and qualified Teachers capable and willing to teach Mathematics, Chemistry and Biology up to GCE 'A' level.
Salary Lecturer Grade 1 £5034-£5858 p.a. (starting salary depends on qualifications and experience).

- (3) TUTOR in SECRETARIAL SUBJECTS Lecturer Grade 1
This is a temporary full-time appointment for the Autumn term, commencing 1st or 14th September, 1981.
Teaching may comprise shorthand, typewriting, office practice, word of mouth, or some of these.
Application form and details from the Principal, Strode College, Church Road, Street, BA10 0AB. (Large s.a.e.).
Returnable by 5th May, 1981.

SECONDARY

Ansford School, Castle Cary

- (11-16 mixed comprehensive, 557)
For September 1981, HEAD OF LOWER SCHOOL, Scale 4.
Application form and details (a.s.e.) from the Head at the school. Closing date: 5th May, 1981.

Hulsh Episcopi School, Langport

- (11-16 mixed comprehensive, 1130)
For September 1981, qualified and experienced HEAD OF RURAL SCIENCE Scale 3. Apply by letter, immediately, to the Head at the school, giving full curriculum vitae and names of two referees. S.A.E. for further details.

The West Somerset School, Minehead

- (13-16 mixed comprehensive, 1100)
The school's catchment area includes Exmoor, the Brendon and Quantock Hills, as well as the coastal areas.
For June or July 1981, qualified teacher of FRENCH, scale 1, to teach to CSE and 'O' level, and perhaps of 'A' level work for a suitably qualified candidate. There is a strong possibility of a permanent post in September 1981. The ability to teach some German would be a recommendation but not an essential qualification. Applications by letter, as soon as possible, to the Head at the school, with curriculum vitae and names of two referees.

- (ii) HEAD OF YEAR, Scale 4. To accept responsibility for the welfare and academic progress of one of the Main School's year groups (approx. 300 pupils).
(iii) TEACHER Scale 4, to act as senior mistress. To accept responsibility for the welfare, discipline and uniform of all girls. Both posts carry a reduced teaching load; ability to teach either English, Child Care, Religious Education or Computer work. Application form and details (a.s.e.) from the Head at the school. Closing date: 5th May, 1981.

- The Richard Hulsh College, Taunton**
(120 boys under 16, 600 mixed 16+)
(i) For September 1981, or January 1982, DEPUTY PRINCIPAL, Group 11, with special responsibilities for the welfare of girls students; monitoring academic standards and acting as Senior Tutor. Half-time teaching: English, Chemistry or any Social Science preferred. Closing date: 11th May, 1981.

- (ii) For September 1981, teacher of CHEMISTRY, scale 1, or possibly scale 2 for suitable candidate. To join a team in a strong department, 'O' and 'A' level work exclusively. Closing date: 11th May, 1981.

- (iii) For September 1981, two teachers of MATHEMATICS, one scale 1, one scale 2. Mainly to teach to 'O' and 'A' level. Traditional mathematics. Interest in Computer Science desirable for Scale 2 post. Closing date: 4th May, 1981.

- (iv) For September 1981, SECONDARY HEAD of MATHEMATICS. Interest in computing an advantage. Closing date: 11th May, 1981. Applications by letter to the Principal at the College, with curriculum vitae and names of two referees, plus references if not previously held. S.A.E. for further details.

SECONDARY DEPUTY HEADSHIP

Bishop Fox's School, Taunton

- (11-16 mixed comprehensive, 900)
For September 1981, DEPUTY HEAD, Group 8. Mathematics or English graduate, with comprehensive school experience. Application form and details (a.s.e.) from the Head at the school. Closing date: 5th May, 1981. Interviews on 14th/15th May, 1981.

Frome College, Frome

- (15-18 mixed comprehensive, 1467, an FE College continued on separate sheet)
For September 1981, Teacher of MATHEMATICS, Scale 2. To join a team of eleven and to teach up to 'O' and 'A' level. Modern courses exist at all levels and the department has its own micro-computer. Letters of application with curriculum vitae to the Principal in the first instance, as soon as possible.

Westfield School, Yeovil

- (11-16 mixed comprehensive, 900)
(i) For September 1981, teacher responsible for COMMERCIAL SUBJECTS. (Commerce, Office Practice, Typing), Scale 2.
(ii) For September 1981, teacher of HOME ECONOMICS and PHYSICAL EDUCATION, scale 1. Good facilities and excellent traditions.

- (iii) For September 1981, or June if possible, teacher of FRENCH, scale 1, to teach up to and including 'O' level. The ability to teach some GERMAN may help. Various departments. Applications by letter, as soon as possible, with curriculum vitae and names of two referees, to the Head at the school. S.A.E. for further details.

King Arthur's School, Wincanton

- (11-16 mixed comprehensive, 760)
For September 1981, Teacher of SCIENCE (Scale 2). Required a Teacher of Physical Science to offer Physics/Chemistry to CSE/'O' level. Interest in Combined Science would be an advantage. Applications by letter to the Headmaster, with curriculum vitae and names of two referees, as soon as possible. (S.A.E. for details).

Buckler's Mead School, Yeovil

- (11-16 mixed comprehensive, 1300)
For September 1981, teacher of MUSIC, scale 1. An interest in choral work and recorders is desirable. Application form and details (a.s.e.) from the Head at the School. Closing date: 11th May, 1981.

King Arthur's School, Wincanton

- (11-16 mixed comprehensive, 760)
For September 1981:—
(i) TEACHER OF MATHEMATICS, Scale 1, required to teach science and ability range with a mixed traditional/modern syllabus taught to C.S.E. and 'O' level.
(ii) TEACHER OF SCIENCE, Scale 2. Teacher of Physical Science to teach Physics/Chemistry to CSE and 'O' level. Some Combined Science work will also be available.

- (iii) TEACHER OF SCIENCE, Scale 1, to teach Combined Science in Lower School (Years 1-3). Able to offer Human Biology in Years 4-5. Interest in Rural Studies would be an advantage.
Applications by letter, as soon as possible, to the Head at the School, with curriculum vitae and names of two referees. S.A.E. for details.

Chilton Trinity School, Bridgwater

- (11-16 mixed comprehensive, 1008)
For September 1981, Teacher of ENGLISH, Scale 3. Application form and details (a.s.e.) from Head at the School. Closing date: 5th May, 1981.

The West Somerset School, Minehead

- (13-16 mixed comprehensive, 1100)
The school's catchment area includes Exmoor, the Brendon and Quantock Hills, as well as the coastal areas.
For June or July 1981, qualified teacher of FRENCH, scale 1, to teach to CSE and 'O' level, and perhaps of 'A' level work for a suitably qualified candidate. There is a strong possibility of a permanent post in September 1981. The ability to teach some German would be a recommendation but not an essential qualification. Applications by letter, as soon as possible, to the Head at the school, with curriculum vitae and names of two referees.

Bishop Fox's School, Taunton

- (11-16 mixed comprehensive, 900)
For September 1981:
(i) Teacher of COOKERY AND NEEDLEWORK, scale 1, to CSE and 'O' level.
(ii) Teacher of ENGLISH, scale 1. Graduate with interest in Drama desirable.

- (iii) Teacher of MATHEMATICS, scale 2. Graduate with comprehensive school experience. Interest in computer studies desirable. Application form and details (a.s.e.) from the Head at the School. Closing date: 5th May, 1981.

King Arthur's School, Wincanton

- (11-16 mixed comprehensive, 760)
For September 1981:
(i) Teacher of FRENCH AND ENGLISH (Scale 1), to join the expanding school. The successful candidate will be expected to teach both subjects, working partially with the Modern Languages Department and also with the English Department. Applications by letter to the Head with curriculum vitae and the names of two referees, as soon as possible. (S.A.E. for details).

Court Fields School, Wellington

- (11-16 mixed comprehensive, 800)
For September 1981, Teacher of FRENCH AND ENGLISH, scale 1, to teach to CSE and 'O' level, and perhaps of 'A' level work for a suitably qualified candidate. There is a strong possibility of a permanent post in September 1981. The ability to teach some German would be a recommendation but not an essential qualification. Applications by letter, as soon as possible, to the Head at the school, with curriculum vitae and names of two referees.

Court Fields School, Wellington

- (11-16 mixed comprehensive, 800)
For September 1981, Teacher of FRENCH AND ENGLISH, scale 1, to teach to CSE and 'O' level, and perhaps of 'A' level work for a suitably qualified candidate. There is a strong possibility of a permanent post in September 1981. The ability to teach some German would be a recommendation but not an essential qualification. Applications by letter, as soon as possible, to the Head at the school, with curriculum vitae and names of two referees.

The Blake School, Bridgwater

- (11-16 mixed comprehensive, 883)
For September 1981, well qualified teacher of PHYSICS, to organize the teaching of the subject throughout the age and ability range in the Group 10 comprehensive school. A scale 2 post will be available for a suitably qualified candidate. Application form and details (a.s.e.) from the Head at the school. Closing date: 5th May, 1981.

RE-ADVERTISEMENT

- AREA MUSIC TUTOR (Bridgwater)**
For September 1981, this is a unique post in the County involving the in-service training of teachers and the teaching of pupils at primary and secondary levels. The teaching of experience is invited from qualified teachers with successful experience in primary and secondary class music teaching.

Candidate should be able to demonstrate ability in conducting and working with children, and be able to work closely with the County Inspector for Music in developing with teachers and pupils the use of music, both in the classroom and in the community. The post involves responsibility for the school choir, and for the provision of an Area Music Centre with integrated CSE/'O' level work. The successful candidate will be expected to teach both subjects, working partially with the Modern Languages Department and also with the English Department. Applications by letter to the Head with curriculum vitae and the names of two referees, as soon as possible. (S.A.E. for details).

Frome College, Frome

- (15-18 mixed comprehensive, 1467, an FE College continued on separate sheet)
For September 1981, Teacher of MATHEMATICS, Scale 2. To join a team of eleven and to teach up to 'O' and 'A' level. Modern courses exist at all levels and the department has its own micro-computer. Letters of application with curriculum vitae to the Principal in the first instance, as soon as possible.

Westfield School, Yeovil

- (11-16 mixed comprehensive, 900)
(i) For September 1981, teacher responsible for COMMERCIAL SUBJECTS. (Commerce, Office Practice, Typing), Scale 2.
(ii) For September 1981, teacher of HOME ECONOMICS and PHYSICAL EDUCATION, scale 1. Good facilities and excellent traditions.

- (iii) For September 1981, or June if possible, teacher of FRENCH, scale 1, to teach up to and including 'O' level. The ability to teach some GERMAN may help. Various departments. Applications by letter, as soon as possible, with curriculum vitae and names of two referees, to the Head at the school. S.A.E. for further details.

King Arthur's School, Wincanton

- (11-16 mixed comprehensive, 760)
For September 1981, Teacher of SCIENCE (Scale 2). Required a Teacher of Physical Science to offer Physics/Chemistry to CSE/'O' level. Interest in Combined Science would be an advantage. Applications by letter to the Headmaster, with curriculum vitae and names of two referees, as soon as possible. (S.A.E. for details).

Buckler's Mead School, Yeovil

- (11-16 mixed comprehensive, 1300)
For September 1981, teacher of MUSIC, scale 1. An interest in choral work and recorders is desirable. Application form and details (a.s.e.) from the Head at the School. Closing date: 11th May, 1981.

King Arthur's School, Wincanton

- (11-16 mixed comprehensive, 760)
For September 1981:—
(i) TEACHER OF MATHEMATICS, Scale 1, required to teach science and ability range with a mixed traditional/modern syllabus taught to C.S.E. and 'O' level.
(ii) TEACHER OF SCIENCE, Scale 2. Teacher of Physical Science to teach Physics/Chemistry to CSE and 'O' level. Some Combined Science work will also be available.

- (iii) TEACHER OF SCIENCE, Scale 1, to teach Combined Science in Lower School (Years 1-3). Able to offer Human Biology in Years 4-5. Interest in Rural Studies would be an advantage.
Applications by letter, as soon as possible, to the Head at the School, with curriculum vitae and names of two referees. S.A.E. for details.

Chilton Trinity School, Bridgwater

- (11-16 mixed comprehensive, 1008)
For September 1981, Teacher of ENGLISH, Scale 3. Application form and details (a.s.e.) from Head at the School. Closing date: 5th May, 1981.

The West Somerset School, Minehead

- (13-16 mixed comprehensive, 1100)
The school's catchment area includes Exmoor, the Brendon and Quantock Hills, as well as the coastal areas.
For June or July 1981, qualified teacher of FRENCH, scale 1, to teach to CSE and 'O' level, and perhaps of 'A' level work for a suitably qualified candidate. There is a strong possibility of a permanent post in September 1981. The ability to teach some German would be a recommendation but not an essential qualification. Applications by letter, as soon as possible, to the Head at the school, with curriculum vitae and names of two referees.

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The school's catchment area includes Exmoor, the Brendon and Quantock Hills, as well as the coastal areas.
For June or July 1981, qualified teacher of FRENCH, scale 1, to teach to CSE and 'O' level, and perhaps of 'A' level work for a suitably qualified candidate. There is a strong possibility of a permanent post in September 1981. The ability to teach some German would be a recommendation but not an essential qualification. Applications by letter, as soon as possible, to the Head at the school, with curriculum vitae and names of two referees.

- (ii) TEACHER OF SCIENCE, Scale 2. Teacher of Physical Science to teach Physics/Chemistry to CSE and 'O' level. Some Combined Science work will also be available.

- (iii) TEACHER OF SCIENCE, Scale 1, to teach Combined Science in Lower School (Years 1-3). Able to offer Human Biology in Years 4-5. Interest in Rural Studies would be an advantage.
Applications by letter, as soon as possible, to the Head at the School, with curriculum vitae and names of two referees. S.A.E. for details.

Chilton Trinity School, Bridgwater

- (11-16 mixed comprehensive, 1008)
For September 1981, Teacher of ENGLISH, Scale 3. Application form and details (a.s.e.) from Head at the School. Closing date: 5th May, 1981.

The West Somerset School, Minehead

- (13-16 mixed comprehensive, 1100)
The school's catchment area includes Exmoor, the Brendon and Quantock Hills, as well as the coastal areas.
For June or July 1981, qualified teacher of FRENCH, scale 1, to teach to CSE and 'O' level, and perhaps of 'A' level work for a suitably qualified candidate. There is a strong possibility of a permanent post in September 1981. The ability to teach some German would be a recommendation but not an essential qualification. Applications by letter, as soon as possible, to the Head at the school, with curriculum vitae and names of two referees.

Chilton Trinity School, Bridgwater

- (11-16 mixed comprehensive, 1008)
For September 1981, Teacher of ENGLISH, Scale 3. Application form and details (a.s.e.) from Head at the School. Closing date: 5th May, 1981.

The West Somerset School, Minehead

- (13-16 mixed comprehensive, 1100)
The school's catchment area includes Exmoor, the Brendon and Quantock Hills, as well as the coastal areas.
For June or July 1981, qualified teacher of FRENCH, scale 1, to teach to CSE and 'O' level, and perhaps of 'A' level work for a suitably qualified candidate. There is a strong possibility of a permanent post in September 1981. The ability to teach some German would be a recommendation but not an essential qualification. Applications by letter, as soon as possible, to the Head at the school, with curriculum vitae and names of two referees.

Chilton Trinity School, Bridgwater

(11-16 mixed comprehensive, 1008)

SCIENCE continued

BEDFORDSHIRE

- NORTHAMPTON**
THE SAMUEL WHITEHEAD
SHROTON SCHOOL
Shroton, Bedford.
Tel: 0455 511798
Headmaster: K.S. Dodsworth

- PHYSICS OR CHEMISTRY**
Required for September 1981, a teacher of Physics or Chemistry, scale 1, to teach to CSE and 'O' level. The successful candidate will be expected to teach both subjects, working partially with the Modern Languages Department and also with the English Department. Applications by letter to the Head with curriculum vitae and names of two referees, as soon as possible. (S.A.E. for details).

- ENFIELD**
LONDON BOROUGH OF
THE ALFRED SCHOOL
Enfield, London.
Tel: 0181 851 1111
Headmaster: Mr. J. Williams

- SCIENCE TEACHER** mainly for Upper School, to teach to CSE and 'O' level. The successful candidate will be expected to teach both subjects, working partially with the Modern Languages Department and also with the English Department. Applications by letter to the Head with curriculum vitae and names of two referees, as soon as possible. (S.A.E. for details).

- HAMPSHIRE**
SOUTH EAST AREA
COVINGTON SCHOOL
Covington, Hampshire.
Tel: 01253 851 1111
Headmaster: Mr. J. Williams

- PHYSICS** to Ordinary Level with ability to teach to CSE and 'O' level. The successful candidate will be expected to teach both subjects, working partially with the Modern Languages Department and also with the English Department. Applications by letter to the Head with curriculum vitae and names of two referees, as soon as possible. (S.A.E. for details).

- AVON**
CHURCHILL SCHOOL
Bristol, Avon.
Tel: 0117 921 1111
Headmaster: Mr. J. Williams

- PHYSICS** to Ordinary Level with ability to teach to CSE and 'O' level. The successful candidate will be expected to teach both subjects, working partially with the Modern Languages Department and also with the English Department. Applications by letter to the Head with curriculum vitae and names of two referees, as soon as possible. (S.A.E. for details).

- CAMBRIDGESHIRE**
CAMBRIDGE AREA
KINGS COLLEGE
Cambridge, Cambridgeshire.
Tel: 0223 311 1111
Headmaster: Mr. J. Williams

- COMBINED SCIENCE** (Scale 1) to teach to CSE and 'O' level. The successful candidate will be expected to teach both subjects, working partially with the Modern Languages Department and also with the English Department. Applications by letter to the Head with curriculum vitae and names of two referees, as soon as possible. (S.A.E. for details).

- HERFORD AND WORCESTER**
COUNTY COUNCIL
WASLEY HILLS HIGH SCHOOL
Worcester, Hereford and Worcester.
Tel: 01273 311 1111
Headmaster: Mr. J. Williams

- QUANTOCK**
COUNTY COUNCIL
QUANTOCK SCHOOL
Bridgwater, Somerset.
Tel: 01274 311 1111
Headmaster: Mr. J. Williams

- DEBENHAM**
COUNTY COUNCIL
DEBENHAM SCHOOL
Debenham, Suffolk.
Tel: 01473 311 1111
Headmaster: Mr. J. Williams

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- DEBENHAM**

PREPARATORY SCHOOLS

continued

HEREFORDSHIRE

THE THEATRICAL PREPARATORY SCHOOL
180000 5-13
Required for September 1981. Qualified teachers of French, particularly Russian and Italian, to teach in out-of-school activities. Non-residential. Post. Bournemouth, Dorset. D.E.S. Superannuation. Salary to £11,000. (0442) 666666.
28 Castle St, Hereford. (0432) 666666

KENT

ST. HILARY'S SCHOOL
Required for September 1981, an experienced teacher for a 9 year prep. General basic subjects.
100000 5-13. (0442) 666666

Preparatory schools in Kent. Interviews will take place in May. (0442) 666666

LINCOLNSHIRE

PRIORY PREPARATORY SCHOOL
3 Brownlow Terrace, Stamford, Lincoln. (0932) 666666
Tel: 01509 70700 3140
Resident experienced Junior Teacher required for small independent school. Ability to assist with games, music, and other activities. Accommodation in boarding house provided in return for a share in the duties of looking after boarders.
Apply in writing to Headmaster, giving names and addresses of two referees. (0537) 113-40

Cheshire

South Cheshire College

- S.L. ENGINEERING (Instrumentation and control)
- S.L. CATERING
- S.L. GENERAL AND COMMUNICATION STUDIES
- L. II ELECTRONICS
- L. II SECRETARIAL
- L. II BEC NATIONAL
- L. II BEC GENERAL
- L. II COMPUTING
- L. II GEOGRAPHY/GEOLOGY
- L. II CATERING
- L. II GENERAL AND COMMUNICATION STUDIES
- L. I/II HAIRDRESSING
- L. I COMPUTING/MATHEMATICS

Particulars and application form may be obtained from The College, Dane Bank Avenue, Crewe, Tel: Crewe 69123. Closing date 11th May 1981.

TESK183

Surrey Education Committee Guildford County College of Technology

Stoke Park, Guildford, Surrey, GU1 1EZ
(Tel: Guildford 31251)

Applications are invited from men and women for the following posts available from 1st September 1981:

Department of Building and Surveying
Lecturer II in Quantity Surveying

Department of Commerce
Lecturer II - Secretary Skills
A knowledge of Word Processing would be an advantage.

Department of Engineering
Lecturer I in General Studies
To work with a team of General/Liberal Studies Lecturers under a College Co-ordinator.

Department of Hotel, Catering & Home Economics
Senior Lecturer in Hotel and Catering Administration

To teach a range of subjects in TEC and CBE courses, and to be responsible for the development of business studies in the department.

Lecturer I in Food Science
Including Food and Beverage Operations.

Department of Science and Electrotechnology
Lecturer II in Electronics
An interest in the technology/applications of computing an advantage.

Department of Social Work Studies
Lecturer I in Psychology

With an interest in social policy/social work, and to share teaching on postgraduate diploma in social administration course.

Salary scales (from 1.4.81):
Senior Lecturer: £8224-£12141 (salary bar at £11326)
Lecturer: £5492-£10431
Lecturer: £5004-£8868
(Plus £213 fringe Area Allowance in each case.)
Generous relocation expenses in approved cases.

Application forms and further details from the Principal on receipt of an a.e.c. Closing date: Friday 6th May 1981.

TESK183

LONDON

ST. PAUL'S GIRLS' PREPARATORY SCHOOL

Required for September 1981, a well-qualified teacher for a 5-7 year prep. General basic subjects. Salary to £11,000. (0442) 666666

Please apply in writing with curriculum vitae, testimonials, and names of two referees to: The Headmaster, St. Paul's Girls' School, 175-80, Victoria Gardens, London, W6 7EA. (0834) 113-40

NOTTINGHAM
BRAMCOTE SCHOOL
Gatton, Nottingham, Notts.
195000 5-13. (0537) 113-40

Apply in writing to Headmaster, giving names and addresses of two referees. (0537) 113-40

A specialist teacher with an enthusiastic and creative approach to take charge of Art and Design throughout the school.

A teacher for general subjects for the middle school. Experience of remedial English, Drama, or computer as asset.

Opportunity to coach the 1st XI Cricket and take a full part in the games and extra-curricular activities.

Apply in writing to the Headmaster, giving names and addresses of two referees. (0442) 666666

PORTSMOUTH
GRAMMAR SCHOOL
Lower School requires a teacher for English and Mathematics, with ability to take French, Conversation, and Latin and 10-11 year olds. Assistance with Football and Cricket required. Salary to £11,000. (0442) 666666

Apply in writing to the Headmaster, giving names and addresses of two referees. (0442) 666666

SHREWSBURY
ACKWOOD HAUGH
Shrewsbury, Shropshire, SY4 1BZ

Teacher for Middle School English and History required for September 1981. Salary to £11,000. (0442) 666666

Apply in writing to the Headmaster, giving names and addresses of two referees. (0442) 666666

SOMERSET
ST. CHRISTOPHER'S
Barnstaple, Devon, PL4 8AA

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Universities

LIVERPOOL

SCHOOL OF ARCHITECTURE
Applications are invited for a post of Lecturer from suitably qualified candidates, to teach Structural Design and to supervise the design of buildings in the School of Architecture.

Preference will be given to applicants with some experience of the teaching of structural design and with a specific interest in developing their career within a School of Architecture.

Salary within the range £10,000 to £12,000 per annum on a scale rising to £12,840 per annum.

Applications, together with the names of three referees, should be sent to the Director of the School of Architecture, University of Liverpool, 69-73, Chester Road, Liverpool L69 3GB. Tel: 051 275 1171. Closing date: 15th May 1981.

UNIVERSITY APPOINTMENTS

are also advertised in THE TIMES EDUCATIONAL SUPPLEMENT

With the world-wide academic calendar, the T.E.S. which is read in 87 countries every week provides a unique medium for advertising University Appointments, especially in the Arts and the Humanities. Rates for the T.E.S. are £25.00 for a single column and £40.00 for a double column.

Colleges of Higher Education

BEDFORD

LONDON COLLEGE OF DANCE
10, Linden Road, Bedford, MK40 2DQ

This specialist dance College is the only one of its kind in the UK. The ability to lecture in several areas of dance, including ballet, modern, contemporary, and drama, is essential. A knowledge of Aesthetics desirable. Applications closing a C.V. to the Principal by May 20th, 1981.

CANTERBURY

HIGHER EDUCATION COLLEGE OF
Applications are invited for the post of Lecturer in Modern Languages. The post holder will be responsible for the teaching of French and Spanish at the college level.

Candidates must be qualified to teach at the college level and have a minimum of five years' experience in the field. Applications should be sent to the Director of Studies, Canterbury Higher Education College, 10, The Quadrant, Canterbury, Kent, CT1 1JF. Tel: 01843 211111. Closing date: 15th May 1981.

CANTERBURY

CHURCH COLLEGE OF
Applications are invited for the post of Lecturer in English. The post holder will be responsible for the teaching of English at the college level.

Candidates must be qualified to teach at the college level and have a minimum of five years' experience in the field. Applications should be sent to the Director of Studies, Canterbury Church College, 10, The Quadrant, Canterbury, Kent, CT1 1JF. Tel: 01843 211111. Closing date: 15th May 1981.

DORSET

COUNTY COUNCIL
Applications are invited for the post of Lecturer in English. The post holder will be responsible for the teaching of English at the county level.

Candidates must be qualified to teach at the county level and have a minimum of five years' experience in the field. Applications should be sent to the Director of Studies, Dorset County Council, 10, The Quadrant, Dorchester, Dorset, DT1 1JF. Tel: 01306 211111. Closing date: 15th May 1981.

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mes and other in-service courses.

An ability to contribute to the development of work placement as an element of the course would be an advantage.

SURREY

RICHMOND COLLEGE
The American International College of Richmond is an expanding international college with a current student population of 500 in which 58 nations are represented.

A Director of Development is needed to plan and administer the recruitment of students and to report to the President. The Director will be responsible for the development of the college and for the recruitment of students.

Qualifications: applicants are required to submit evidence of successful experience in recruitment and development. A minimum of five years' experience is required. Applications should be sent to the Director of Development, Richmond College, 10, The Quadrant, Richmond, Surrey, TW9 1JF. Tel: 0181 275 1171. Closing date: 15th May 1981.

UNIVERSITY APPOINTMENTS

are also advertised in THE TIMES EDUCATIONAL SUPPLEMENT

With the world-wide academic calendar, the T.E.S. which is read in 87 countries every week provides a unique medium for advertising University Appointments, especially in the Arts and the Humanities. Rates for the T.E.S. are £25.00 for a single column and £40.00 for a double column.

WEST SUSSEX

INSTITUTE OF HIGHER EDUCATION
Applications are invited for the post of Lecturer in English. The post holder will be responsible for the teaching of English at the institute level.

Candidates must be qualified to teach at the institute level and have a minimum of five years' experience in the field. Applications should be sent to the Director of Studies, Institute of Higher Education, 10, The Quadrant, Brighton, Sussex, BN1 1JF. Tel: 01273 211111. Closing date: 15th May 1981.

ADULT EDUCATION

HEREFORD & WORCESTER COUNTY COUNCIL
Applications are invited for the post of Lecturer in English. The post holder will be responsible for the teaching of English at the county level.

Candidates must be qualified to teach at the county level and have a minimum of five years' experience in the field. Applications should be sent to the Director of Studies, Hereford & Worcester County Council, 10, The Quadrant, Hereford, Herefordshire, HR1 1JF. Tel: 01432 211111. Closing date: 15th May 1981.

HEREFORD & WORCESTER

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KENT

COUNTY COUNCIL
Applications are invited for the post of Lecturer in English. The post holder will be responsible for the teaching of English at the county level.

Candidates must be qualified to teach at the county level and have a minimum of five years' experience in the field. Applications should be sent to the Director of Studies, Kent County Council, 10, The Quadrant, Maidstone, Kent, ME1 1JF. Tel: 01622 211111. Closing date: 15th May 1981.

NORTHAMPTON

COUNTY COUNCIL
Applications are invited for the post of Lecturer in English. The post holder will be responsible for the teaching of English at the county level.

Candidates must be qualified to teach at the county level and have a minimum of five years' experience in the field. Applications should be sent to the Director of Studies, Northampton County Council, 10, The Quadrant, Northampton, Northamptonshire, NN1 1JF. Tel: 01603 211111. Closing date: 15th May 1981.

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Community Homes and Associated Institutions

NOTTINGHAMSHIRE

COUNTY COUNCIL
Applications are invited for the post of Lecturer in English. The post holder will be responsible for the teaching of English at the county level.

Candidates must be qualified to teach at the county level and have a minimum of five years' experience in the field. Applications should be sent to the Director of Studies, Nottinghamshire County Council, 10, The Quadrant, Nottingham, Nottinghamshire, NG1 1JF. Tel: 01522 211111. Closing date: 15th May 1981.

TEACHER

NOTTINGHAMSHIRE
Applications are invited for the post of Lecturer in English. The post holder will be responsible for the teaching of English at the county level.

Candidates must be qualified to teach at the county level and have a minimum of five years' experience in the field. Applications should be sent to the Director of Studies, Nottinghamshire County Council, 10, The Quadrant, Nottingham, Nottinghamshire, NG1 1JF. Tel: 01522 211111. Closing date: 15th May 1981.

HEREFORD & WORCESTER

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DORSET

YOUTH SERVICE
Applications are invited for the post of Lecturer in English. The post holder will be responsible for the teaching of English at the youth service level.

Candidates must be qualified to teach at the youth service level and have a minimum of five years' experience in the field. Applications should be sent to the Director of Studies, Dorset Youth Service, 10, The Quadrant, Dorchester, Dorset, DT1 1JF. Tel: 01306 211111. Closing date: 15th May 1981.

HAMPSHIRE

WYVERN SCHOOL
Applications are invited for the post of Lecturer in English. The post holder will be responsible for the teaching of English at the school level.

Candidates must be qualified to teach at the school level and have a minimum of five years' experience in the field. Applications should be sent to the Director of Studies, Wyvern School, 10, The Quadrant, Salisbury, Wiltshire, SP1 1JF. Tel: 01264 211111. Closing date: 15th May 1981.

HEREFORD & WORCESTER

COUNTY COUNCIL
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Candidates must be qualified to teach at the county level and have a minimum of five years' experience in the field. Applications should be sent to the Director of Studies, Hereford & Worcester County Council, 10, The Quadrant, Hereford, Herefordshire, HR1 1JF. Tel: 01432 211111. Closing date: 15th May 1981.

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Social Services Head of the Assessment Unit

Regional Resource Centre, Stamford House, Goldhawk Road, London W12. SCHEDULE I - GROUP III £11,937 - £13,032 JNC CONDITIONS OF SERVICE

The present postholder, Mr. T. Gaffney, is taking advantage of the Council's Early Retirement Scheme, 1st August 1981. Some internal reorganisation is planned following a reduction in size of the various units within the Council.

The successful candidate will need to demonstrate management and professional skills of a high order together with wide experience of professional practice in the field of Social Services. Closing date: 15th May 1981. Informal interviews can be arranged with the Assistant Director (R&DCI, Mr. M. J. Sloman, Tel: 01-741 1677 Ext. 226).

Application forms available from Staff Section, London Borough of Hammersmith & Fulham, Ventcourt House, 256 King Street, London W6. Tel: 01-741 1677 Ext. 236. Applications welcomed from Registered Disabled People.

Hammersmith & Fulham

Social Services Principal

Regional Resource Centre, Stamford House, Goldhawk Road, London W12. SCHEDULE I - GROUP IV £14,577 to £15,889 which includes £2091 per annum allowance for special unit. JNC CONDITIONS OF SERVICE

The present Principal, Mr. R. E. Kenny, is taking advantage of the Council's Early Retirement Scheme, 1st August 1981. Some internal reorganisation is planned following a reduction in size of the various units within the Council.

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Teach English in Germany

CBT is recruiting teachers of English in Further Education establishments (Berufsbildende Schulen) in Nordrhein-Westfalen. BSB are commercial, vocational and technical schools. Teaching presents a challenge because of the wide age range (15-19+) and ability range. Twelve month contracts run from 1 September 1981.

Your Welfare
The Centre has an extensive back-up service which includes:
* full briefings in Britain
* on-arrival orientation
* help in finding accommodation
* full medical insurance
* return fare for you and your family

Financial Benefits
Salaries from DM 1,000 to DM 2,000 per month with marriage allowances of DM 340 to DM 610 per month. An extra month's salary as a Christmas bonus. Salaries and allowances are free of German and UK income tax.

Qualifications
Candidates with:
* a University degree
* a post-graduate teaching qualification
* good German
* teaching experience or experience in industry.

Please write to: The Centre for British Teachers (T8), Quality House, Quality Court, Chancery Lane, London WC2A 1HP. Tel: 01-249 2882.

SULTANATE OF OMAN

MINISTRY OF DEFENCE (ENGINEERING DIVISION)

The Engineering Division is responsible for the construction and maintenance of buildings, roads and installations on military bases of the Sultanate of Oman and has the following vacancy:
Mathematics/Physics Teacher - £8,350 p.a.

(Under Review)
To produce a suitable syllabus and conduct classes of locally engaged trainees in mathematics and physics and to prepare others for entry into colleges in the U.K. and elsewhere.

Applicants must be experienced qualified teachers with preference being given to those with previous overseas service. This is an unaccompanied civilian contract appointment of one year with the possibility of renewal. The emoluments quoted are at the current rate of exchange and there is an end-of-contract gratuity of 20% of total emoluments received. Pay and gratuities are normally tax free and remittable. Fully furnished bachelor accommodation and transport are provided free and three periods of 20 days U.K. leave with air passages paid are granted annually.

Interested applicants should write, giving brief details of qualifications and experience and quote Reference Number 117E to: The Personnel Officer (M&P) at the address below.

Airwork Limited Boumemouth-Hum Airport, Christchurch, Dorset BH23 6EB

Teach English in Malaysia

The Centre for British Teachers is recruiting 70 experienced teachers of EFL to join 1

TIMES EDUCATIONAL SUPPLEMENT 24.4.81

Expiring date: 31st May, 1981

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General

ST STEPHEN'S COLLEGE.
North Foreland, Broadstairs, Kent
An Independent Public School for
Girls invites applications for the
post of **MUSICAL** for 1 September
1981. Preferred age 40 - 50
Application Forms from the
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Group 8 - £12,540 to 1998.
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DARY SCHOOLS

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under the Urban Aid Programme to
the difficulties presented by some pupils
secondary schools.
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Application forms and further details are
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County Officer, Woodlands Road,
Widborough, Cleveland TA1 3BN, to whom
completed application forms should be
sent by Wednesday, 6th May 1981. TESGG381

**NATIONAL ASSOCIATION
FOR GIFTED CHILDREN**

Intered Charity caring for the needs of gifted
talented children.

EDUCATION

OFFICER

**1 South Audley Street
London W1Y 6DQ.**

TEST 2

**LONDON BOROUGH
OF CROYDON
EDUCATION COMMITTEE**

Appointments to Secondary Schools
September 1981 Scale 1 and 2 posts
Applications are invited for teaching posts in all subjects in Secondary Schools from 1st September, 1981. Individual advertisements for specific posts in schools will be published as in previous years, except certificates in shortage subjects i.e. Mathematics, Biology, Physics, Technical Subjects and Modern Languages.
Advertisements for these subjects will appear under the heading 'Shortage Subjects'.

Application forms received will be acknowledged immediately, but there may be some delay in further correspondence with applicants.

Don CRS 1TP, (telephone 01-886 4433 ext: 2674)

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Instrumental Tutor

tion forms and particulars for the above post.
 Please apply to the Director of Education,
 Offices, Matlock, Derbyshire DE4 3AG.

TE5003091

DERBYSHIRE
 County Council

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